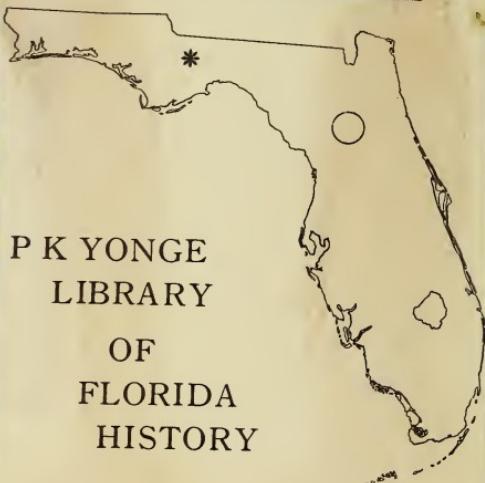


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FLORIDA STATE SCHOOL FOR
THE DEAF AND THE BLIND
SAINT AUGUSTINE



PRESIDENT'S
BIENNIAL REPORT
1934-1936

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FOR E W O R D

THIS REPORT was set up and printed in the printing department of this school and is a sample of the work done there.

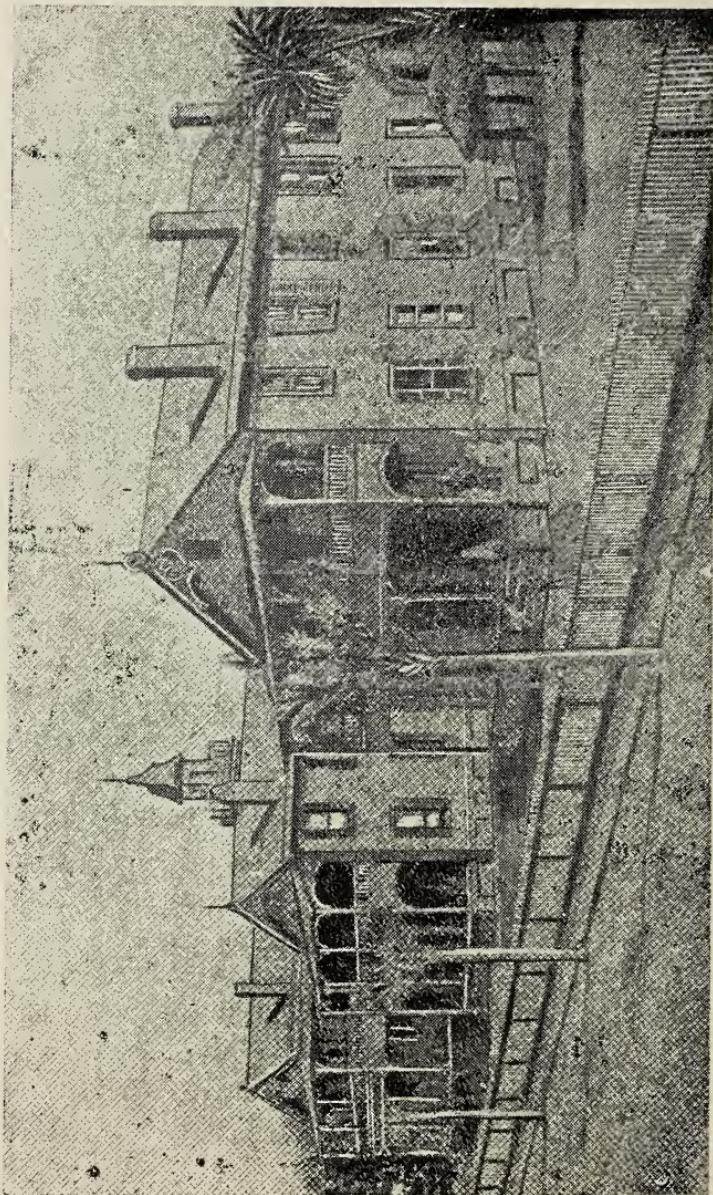
—o—

Printing and Linotyping are two of the several trades taught in the industrial department of the school and are splendid trades for our deaf students to follow.

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ORIGINAL SCHOOL BUILDINGS—1885



Half A Hundred Years Ago

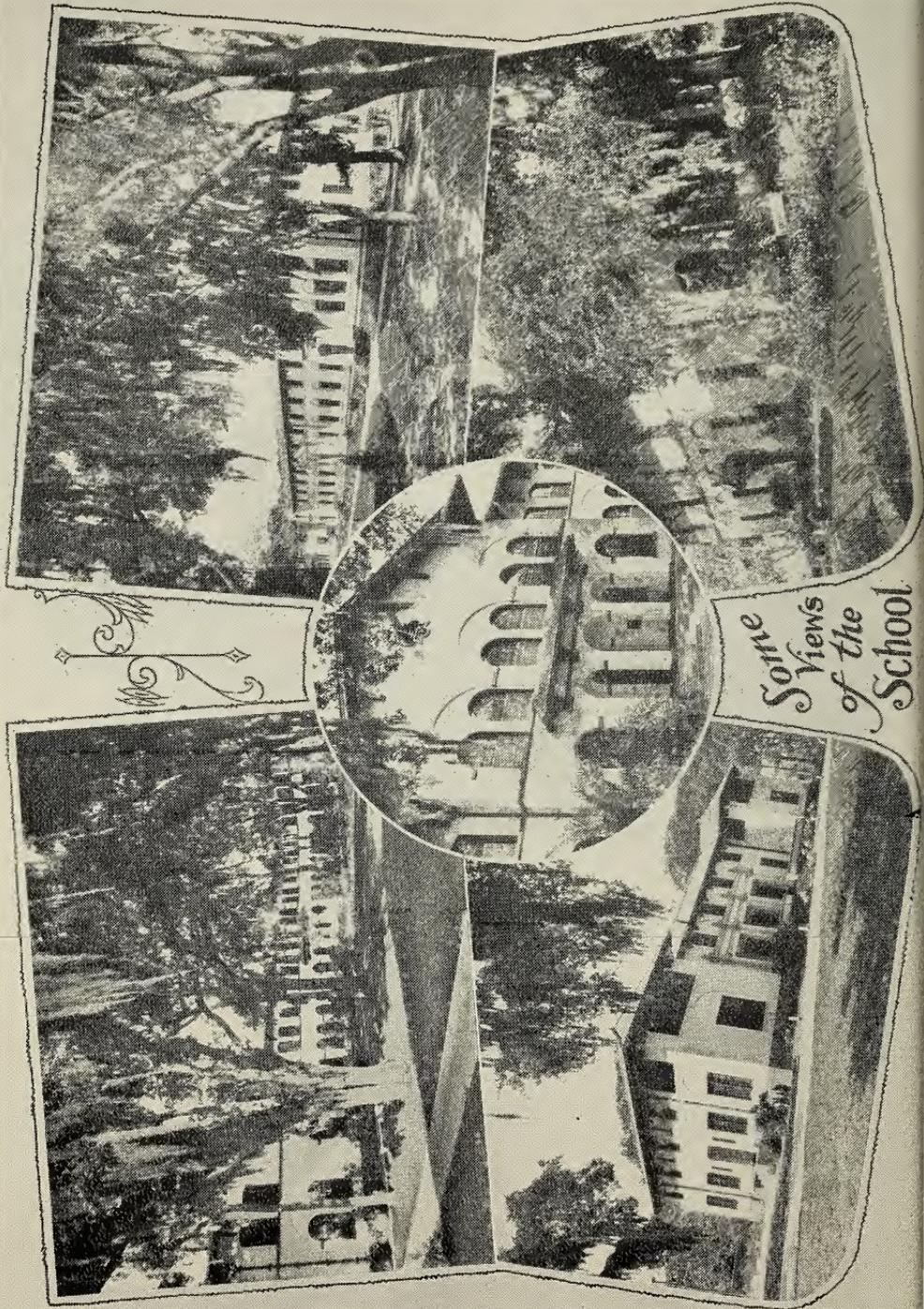
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*Where turquoise skies and opal seas
With radiant sun and balmy breeze
Consort to make a paradise
Beside Matanzas' limpid flow,
Here, mindful of the Golden Rule,
Great hearts thought out and formed a school
Both light and sound to symbolize—
Just half a hundred years ago.*

*Here they have gathered year by year,
The little ones who cannot hear,
The little ones with blinded eyes,
All eager learning's path to know.
Here they have studied day by day,
Happy at work, happy at play,
Here many have grown good and wise
Since half a hundred years ago.*

*Here a memorial it stands
To loving hearts and willing hands
That planned and worked and watched it rise,
And watching, saw it ever grow.
Gift of the State, in turn it gives
Back to the State its students' lives,
Their good citizenship the prize
Planned half a hundred years ago.*

DAISY B. WILSON.



Some
Views
of the
School

STATE BOARD OF CONTROL

HON. GEORGE H. BALDWIN, *Chairman*, Jacksonville

HON. OLIVER J. SEMMES, Pensacola

COL. HARRY C. DUNCAN, Tavares

HON. THOMAS W. BRYANT, Lakeland

HON. R. P. TERRY, Miami

HON. J. T. DIAMOND, *Secretary*, Tallahassee



STATE BOARD OF EDUCATION

HON. DAVID SHOLTZ, <i>Chairman</i>	Governor
HON. R. A. GRAY	Secretary of State
HON. W. V. KNOTT	State Treasurer
HON. CARY D. LANDIS	Attorney-General
HON. W. S. CAWTHON	Supt. of Public Instruction

Faculty and Officers

Session 1934-1936

EXECUTIVE DEPARTMENT

CLARENCE J. SETTLES, PH. D.,	President
MISS EUGENIA HUBBARD	Secretary to President
MISS LULA DRAKOS	Office Assistant

EDUCATIONAL DEPARTMENT

Teachers of the Deaf

MRS. LUCILE M. MOORE, *Supervising Teacher*

MR. J. W. ALEXANDER, M. A.	MRS. PHYLLIS LEONARD, R. N.
MISS MARY BACH, B. A.	MISS MARY MACDONELL
MRS. E. C. BURNS, M. A.	MISS MARIE P. ORR
MISS CLARICE CLAPP, B. S.	MRS. DOROTHY PARK
MISS ALICE EIBECK, B. S.	MISS BESSIE PUGH
MR. LOUIS GERBER, B. A.	MISS JENNIE MAYES STROUD
MR. WILLIAM H. GROW, B. A.	MRS. VIRGINIA TART
MISS ELIZABETH HIGGINS, B. M.	MISS ALYCE THOMPSON, B. S.
MISS L. B. HIGHSMITH, B. A.	MISS ELLA WARREN
MRS. LEONORA HOPKINS	MISS ELIZABETH WATROUS
MISS NADINE JEFFERY	MISS LALLA WILSON, B. A.

MRS. WALKER R. WILLIAMS

Teachers of the Blind

MR. H. WILSON BEATY, *Head Teacher*

MRS. WAHNEETA DAVENPORT	MISS LUCILLE FERGUSON
MISS ELIZABETH DUNN, B. A.	MISS MARIAN E. LINE, B. A.
MISS JEWELL PARRELL	

DEPARTMENT OF MUSIC

MISS DAISY B. WILSON MRS. INEZ KOGER, B. M.

MR. JOHN F. WILLIS, A. B.

DEPARTMENT OF PHYSICAL CULTURE

JOHN W. ALEXANDER	Athletic Director
LOUIS GERBER	Asst. Athletic Director
JOHN F. WILLIS	Blind Boys' Physical Director
MISS MARY MACDONELL	Girls' Physical Director
MISS ALICE EIBECK	Asst. Girls' Physical Director
MISS CLARICE CLAPP	Asst. Girls' Physical Director
CARL J. HOLLAND	Deaf Boys' Military Director

DOMESTIC DEPARTMENT

MISS HELEN JONES	Matron
MISS JUANITA EDWARDS	Housekeeper
MRS. DELLA KING	Assistant Housekeeper

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

A. C. WALKUP, M. D.	Attending Physician
Z. L. WEBB, D. D. S.	Dentist
MISS ANN HOWELL, R. N.	Nurse
C. C. GRACE, M. D.	Ophthalmologist and Oto-laryngologist
EUGENE HOGLE, B. A.	Superintendent of Buildings
F. W. BURDETT	Night Watchman

GIRLS' DORMITORY

MISS WILLIE McLANE	Large Deaf Girls' Supervisor
MRS. J. F. RODENBAUGH	Small Deaf Girls' Supervisor
MISS ANNIE WEAVER	Blind Girls' Supervisor

BOYS' DORMITORY

MISS NANNIE CARPENTER	Small Deaf Boys' Supervisor
MISS MAUDE GREEN	Small Blind Boys' Supervisor
CARL J. HOLLAND	Large Deaf Boys' Supervisor
JOHN F. WILLIS	Large Blind Boys' Supervisor

BLOXHAM COTTAGE

MISS JEANNIE CRAIG, R. N.	Housemother-Small Girls' Supervisor
MRS. ALICE EICLE	Small Boys' Supervisor

WARTMANN COTTAGE

MRS. LAURA PECK, B. A.	Housemother-Small Girls' Supervisor
MISS CLEMENS McCLELLAN	Small Boys' Supervisor

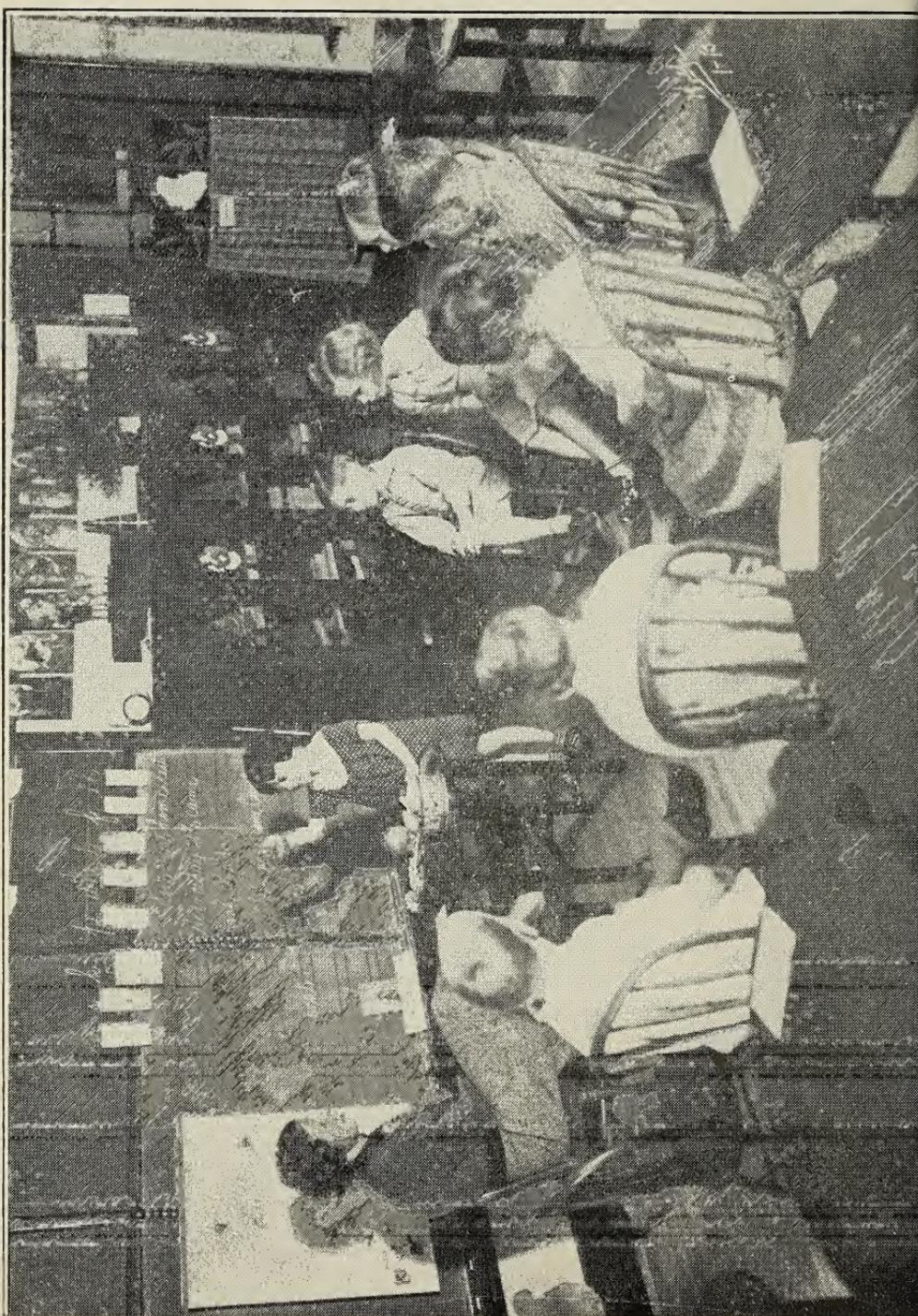
DEPARTMENT OF INDUSTRIAL TRAINING

INSTRUCTORS

JULIUS L. MYERS	Printing and Linotyping
EDMUND L. BUMANN, B. S.	Carpentry
H. R. NOBLES	Baking
JOE MOUREY	Painting
O. C. COLLINS	Shoe Repairing
WILLIAM H. GROW, B. A.	Art
MISS WILLIE McLANE	Sewing
MRS. LILY HOGLE	Asst. Instructor in Sewing
MISS MARIAN E. LINE, B. A.	Handwork and Typewriting
MISS HELEN JONES	Domestic Science
THOMAS M. GIBBS	Workshop for the Blind

DEPARTMENT FOR THE COLORED

VIRGINIA JAMES	Teacher of Deaf
INEZ B. LEGGETT	Teacher of Deaf
EUPHROSYNE RYAN	Teacher of Deaf
CARY WHITE	Teacher of Deaf
WALTER REMBERT	Teacher of Blind
WASHINGTON JONES	Teacher of Blind
KATIE GREGG	Housekeeper
ROBERT WHITE	Boys' Supervisor



President's Biennial Report

SAINT AUGUSTINE, FLORIDA, October 1, 1936

*To the Chairman and Members of the Board of Control,
State of Florida.*

GENTLEMEN:

THE BIENNIAL REPORT of the Florida School for the Deaf and the Blind for the period beginning July 1st, 1934 and ending June 30th, 1936 is herewith submitted for your consideration.

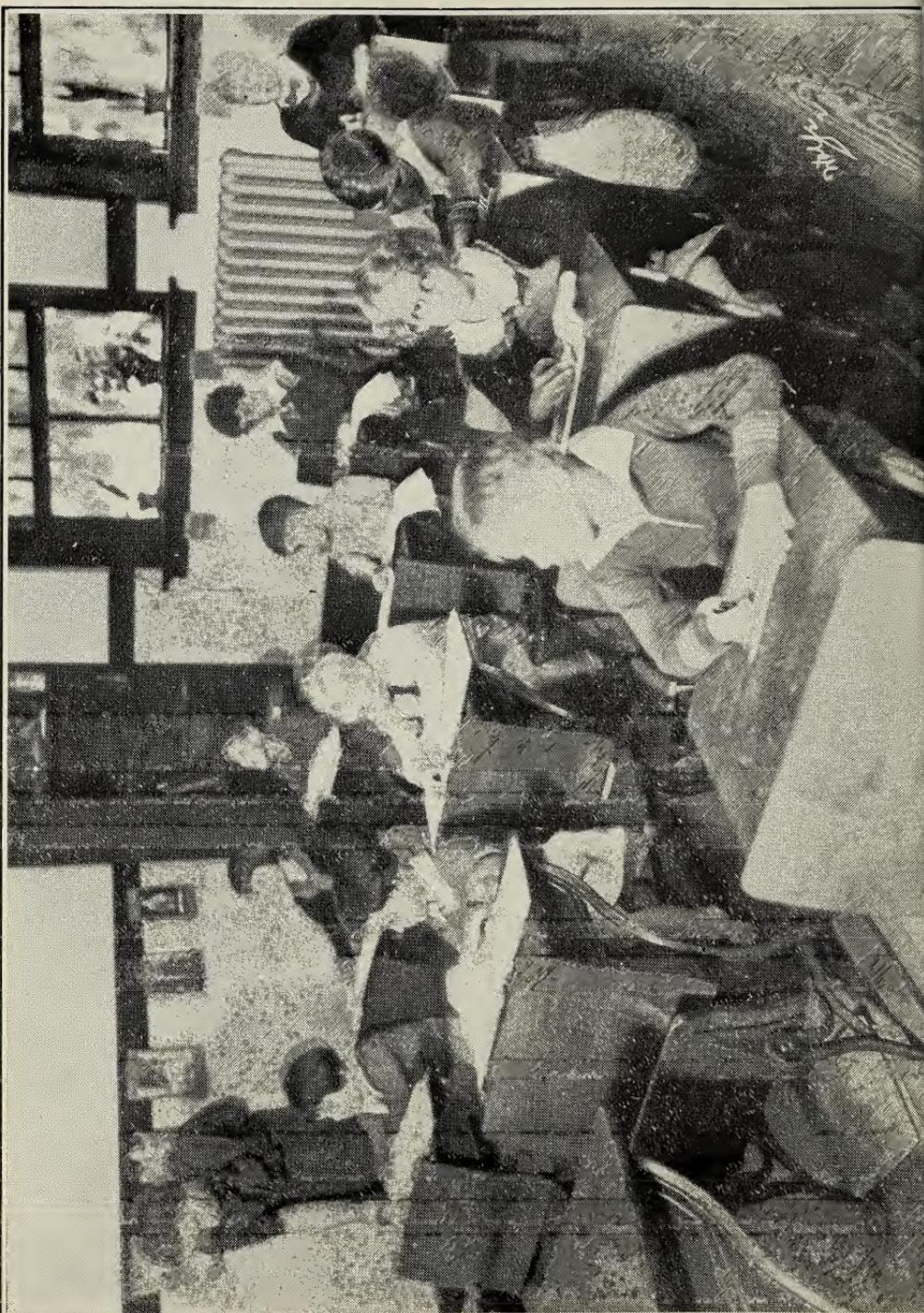
This report will be submitted in three parts: part I will show the purposes and accomplishments of the school during the last two years, part II will show the historical growth of the school, part III will be the budget request for the next two years showing a resume of the needs of the school for that period. During the biennium just past, the work of the school has progressed in a satisfactory manner. Many improvements have been made and we feel like we have made progress in all departments.

PURPOSE OF THE SCHOOL AND TERMS OF ADMISSION

The school is strictly an educational institution supported by the State for the education of all children who by reason of defective sight or hearing cannot be educated in the public schools. It is not a charitable or custodial institution.

Candidates for admission must be of sound mind and capable of making progress and must be between the ages of six and twenty-one. Pupils who do not have sufficient mental ability to receive an education or make improvement in either the academic or vocational department will not be received or retained.

Parents or guardians of prospective pupils must fill out an application blank, have it signed by a physician and place it on file at the school. They must also send to the school a certificate signed by the Board of County Commissioners of the County of which they are residents. Board, tuition and medical attention for temporary illness are free and after a child has been admitted the first time, the school pays the transportation of its pupils to and from school.



The school year is for eight months and usually opens about the second Wednesday in September and closes the second Wednesday in May. The course of study is similar to that of the regular public schools, however, special methods for the education of the deaf and the blind must be used and only teachers who are especially trained for the work of educating deaf or blind children are employed. The object of the school is to fit its pupils for a useful place in the world and for college.

Graduates are enabled to surmount in a large measure the handicap of deafness or blindness and become law-abiding and successful citizens of their communities. Many former graduates and pupils are meeting with success and rendering a useful service to their communities.

ENROLLMENT

The 1935-36 school year showed the largest enrollment in the history of the school. In 1935 there were enrolled 350 pupils. There were 258 pupils in the Department for the Deaf, of whom 120 were girls and 138 were boys. In the Department for the Blind there were 92 pupils enrolled, of whom 41 were girls and 51 were boys.

ATTENDANCE BY COUNTIES.

There were enrolled during the past biennium three hundred and eighty-eight pupils. The following table shows classification of pupils and attendance by counties:

	WHITE		COLORED		
Deaf	219	Deaf	. . . . .	63
Blind	76	Blind	. . . . .	30

NUMBER OF STUDENTS BY COUNTIES

Alachua	. . . . .	5	Columbia	. . . . .	3
Baker	. . . . .	1	Dade	. . . . .	48
Bay	. . . . .	2	DeSoto	. . . . .	1
Brevard	. . . . .	4	Dixie	. . . . .	2
Broward	. . . . .	4	Duval	. . . . .	40
Calhoun	. . . . .	3	Escambia	. . . . .	9
Charlotte	. . . . .	1	Franklin	. . . . .	3
Citrus	. . . . .	5	Gadsden	. . . . .	5
Clay	. . . . .	2	Gilchrist	. . . . .	1

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

Hamilton	3	Osceola	4
Hardee	4	Palm Beach	15
Henry	2	Pasco	5
Hernando	2	Pinellas	4
Highlands	3	Polk	17
Hillsborough	39	Putnam	4
Holmes	7	Santa Rosa	11
Jackson	13	Seminole	4
Jefferson	5	Sarasota	3
Lake	9	St. Johns	21
Lee	2	St. Lucie	2
Leon	4	Sumter	3
Levy	3	Suwanee	6
Manatee	5	Taylor	4
Marion	10	Union	1
Monroe	2	Volusia	17
Nassau	2	Wakulla	1
Okaloosa	1	Walton	2
Orange	15	Washington	3

The following table gives the causes of deafness of the pupils in school September 1935:

Unknown	147	Influenza	15
Congenital	41	Whooping Cough	9
Infected tonsils	4	Pneumonia	2
Infantile Paralysis	4	Measles	5
Spinal Meningitis	5	Abscess	12
Malaria Fever	9	Accidents	5

The following table gives the causes of blindness of the pupils in school September 1935:

Unknown	29	Spinal Meningitis	2
Accident	8	Infantile Paralysis	1
Congenital	34	Ophthalmia Neonatorum	10
Cataracts	5	Scarlet fever	1
Measles	1	Detached retina	1

INSTRUCTIONAL

The methods and work of educating a deaf and blind child are so different that each class will be taken up under a separate heading. In reality two schools are carried on under the title, "Florida School for the Deaf and the Blind."

The all important thing in the education of deaf children is

to give them a knowledge of English. This is a very difficult thing to do and can only be done by well educated, thoroughly trained teachers. The congenitally deaf child when entering school does not know a word of English, so a teacher has the extremely difficult task of first making the child understand that language is the vehicle of ideas, that medium by which he will be able to express himself and learn as much as he can of the field of human knowledge.

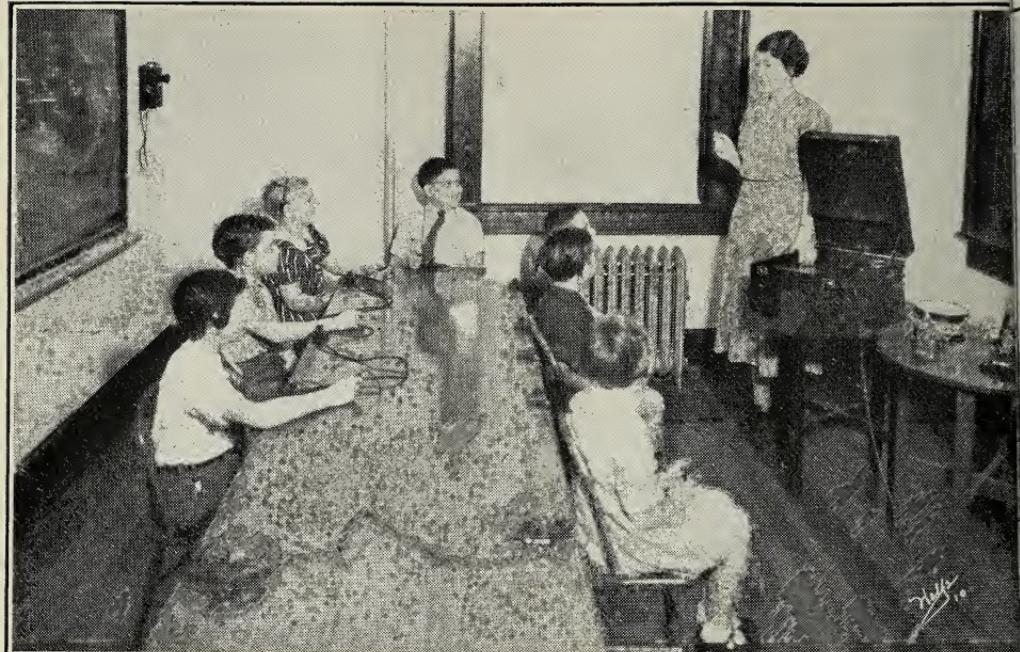
The combined method of instruction which includes all methods has been used. Every child is given an opportunity to read the lips and acquire speech. If they cannot make suitable progress by this method, they are transferred to a manual class where most of the instruction is by manual spelling and writing. Our aim has been to have better English, better speech and better speech-reading.

THE LIBRARY

Considerable thought and time has been given to the building of a good library. Each year a large number of books have been ordered after careful consideration as to their suitability for



THE SCHOOL LIBRARY



THE SONOTONE

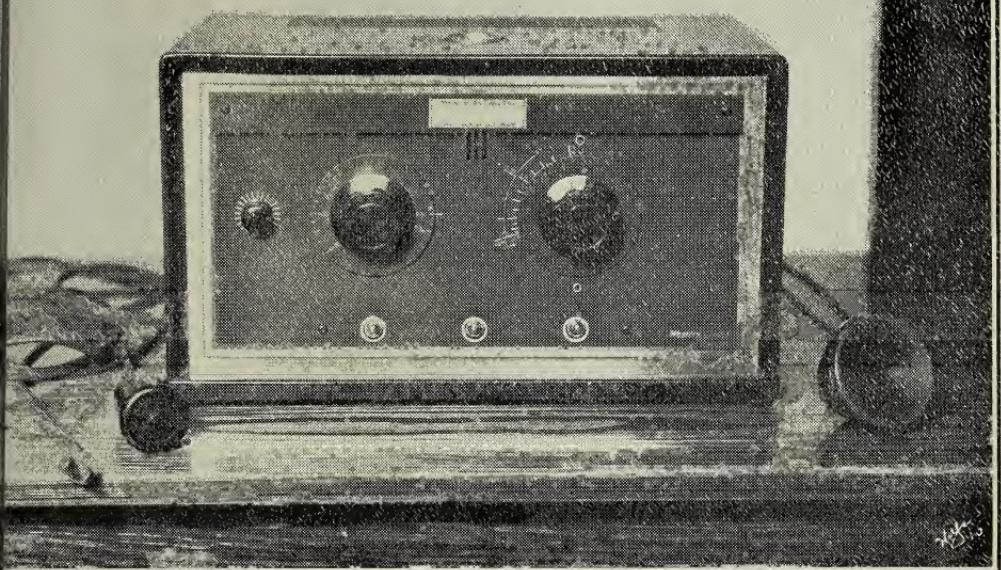
pupils of different grades. Bookcases have been built in our manual training department for all classrooms and books suitable for each class are kept on hand. Reading rooms have been established in each dormitory which are provided with daily papers and a wide range of magazines. Much time has been given to teach the children a love for reading for it is one of the best means by which deaf children can increase their vocabularies.

RHYTHMIC TRAINING

More time has been given to rhythmic training than formerly. Through vibration the children are able to get proper pitch and it aids very much in acquiring proper modulation of voice, inflection, accent and fluency. A toy orchestra was organized for the primary children at the cottages and a small amount of equipment purchased.

AURICULAR TRAINING

More and more schools for the deaf are recognizing the value of the development of residual hearing. More and better equipment is being placed on the market than formerly. The



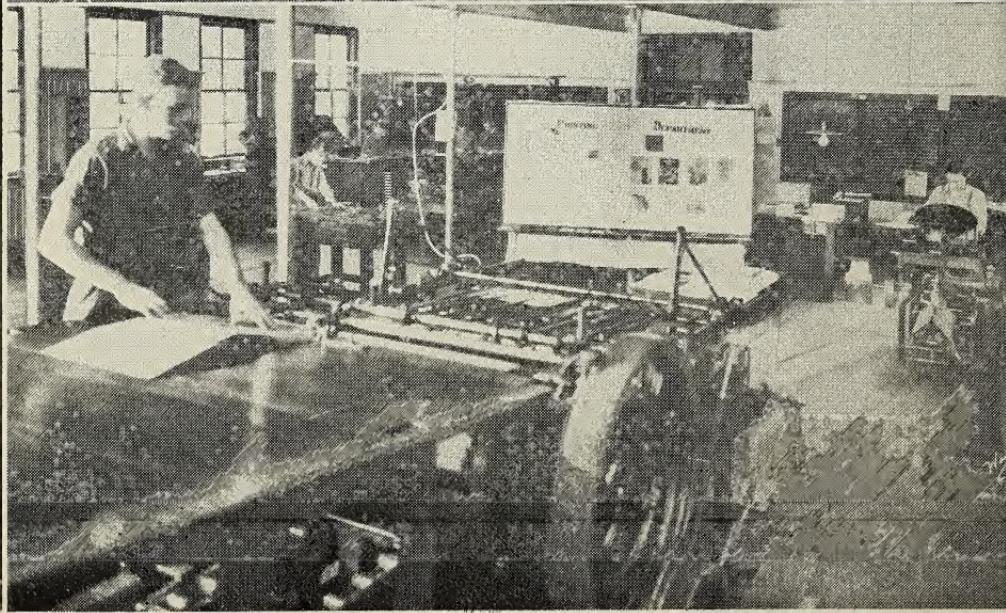
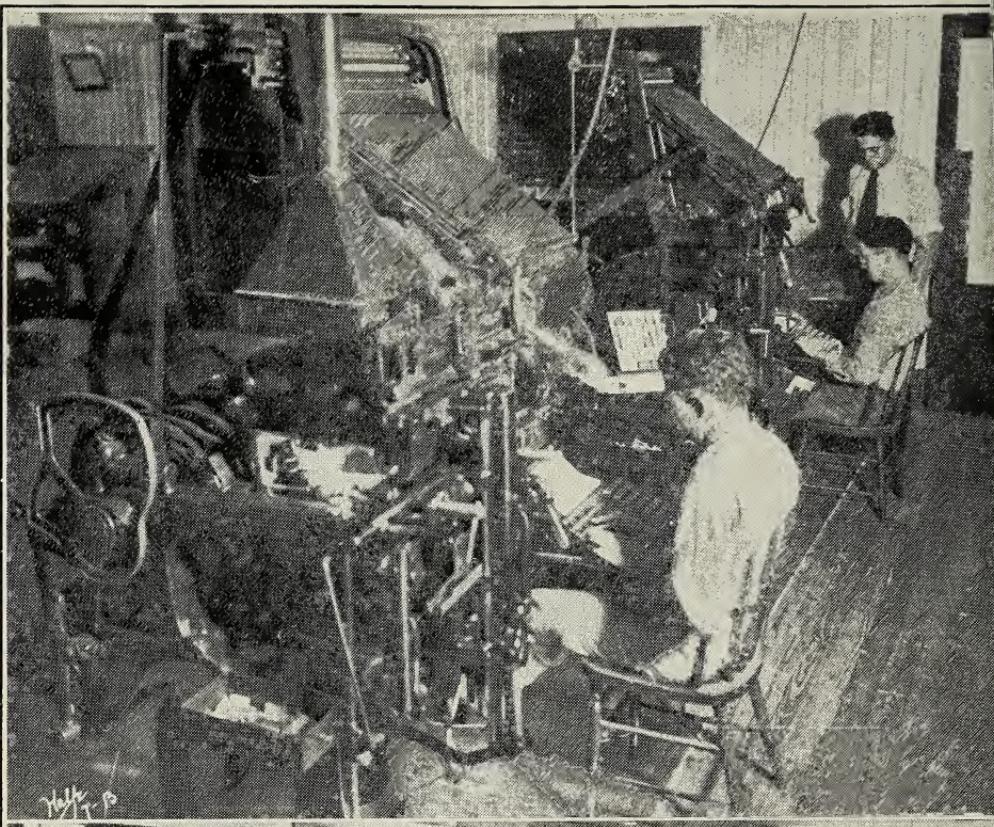
THE AUDIOMETER

school in 1935 purchased a Sonotone equipped with six air conduction receivers and six bone conduction receivers. The radio-ear, an air conduction instrument which was purchased several years ago has been in use regularly.

Recently the school purchased a 6-A Audiometer, the latest machine produced by the Western Electric Company, for the testing of hearing. Plans have been made for more and better acoustic training. Children who possess sufficient hearing to receive instruction through hearing devices acquire English more rapidly and have more natural voices. A representative of the Audio-phone has made arrangements to come to the school and demonstrate the merits of this machine which is a recent invention.

VOCATIONAL TRAINING

Schools for handicapped children are giving more attention to the development of the vocational departments. Frequently, the child that is unable to make satisfactory progress in the academic department is transferred to the vocational department where he becomes very adept at some trade. Vocational training is almost of paramount importance to a deaf child. Statistics show that in normal times approximately 90 per cent of our graduates and former pupils are gainfully employed.



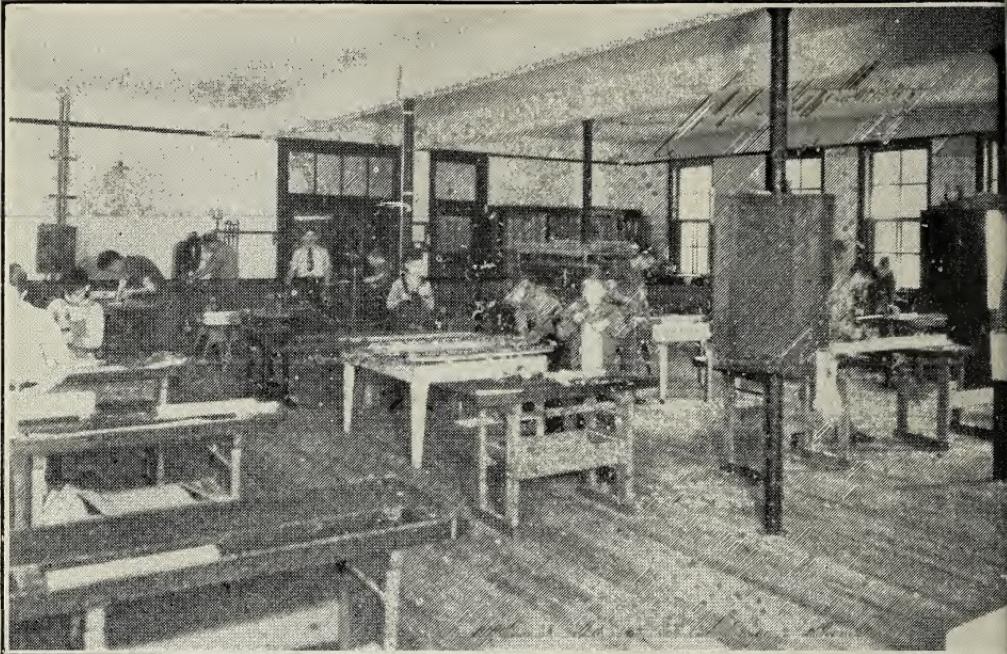
PRINTING OFFICE—Department for the Deaf

Even during the depression many of our former graduates and pupils were steadily employed at satisfactory wages. The work of the vocational department has been studied carefully and plans made whereby the classes are smaller and receive more systematic and careful training. Art is provided for all children and those who show special aptitude or ability are given intensive training. Instruction in printing, linotype operating, garden, poultry raising, floriculture, calcimining, woodworking, general carpentry work, shoe repairing, general repair work, elementary plumbing and barbering is provided for our boys.

The girls receive instruction in Home making, cooking, plain and fancy sewing, dressmaking, rug weaving, typewriting and laundry work. The beauty shop has been furnished with the latest equipment and a graduate cosmetician put in charge. It is believed that this will prove a useful vocation for some of our girls.



ART—Department for the Deaf



MANUAL TRAINING—Department for the Deaf



BEAUTY CULTURE—Department for the Deaf



THE SCHOOL ORCHESTRA—Blind Department

DEPARTMENT FOR THE BLIND

The education of a blind child is not so difficult as that of a deaf child and can be carried along lines more similar to that of the public schools. After a blind child has learned to read braille which is done in about eight weeks, progress is just about as rapid as that of a child in the public schools. The course of study is equivalent to that of the public schools, although the texts are not the same by reason of the fact that they are not obtainable in braille. The course of study in the department for the blind covers 12 years.

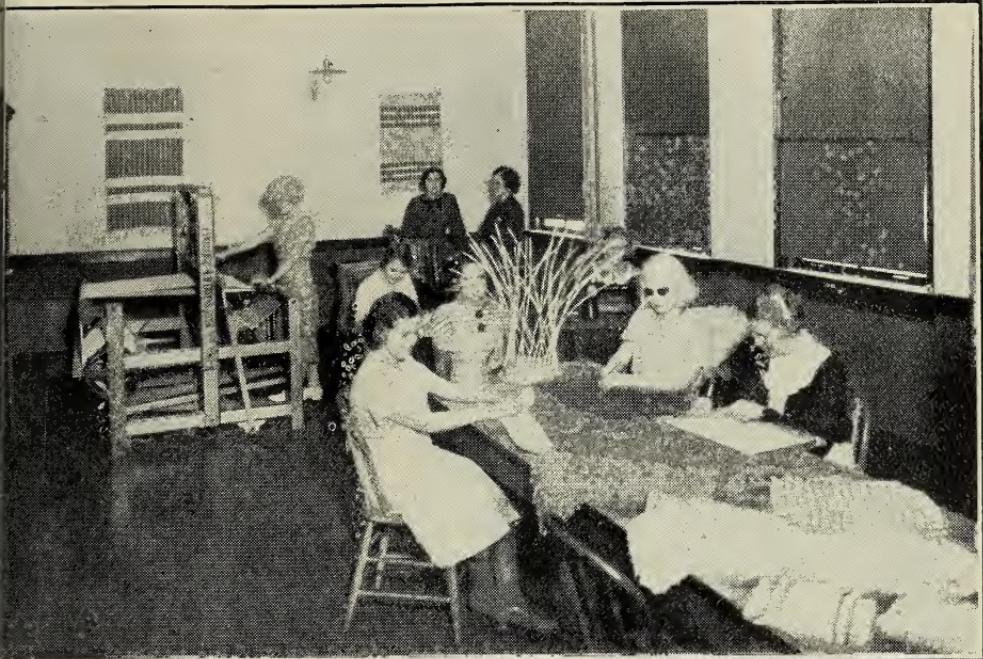
MUSICAL DEPARTMENT

All pupils possessing musical ability have an opportunity to study some kind of music. Instruction is given voice, piano, organ, violin and wind instruments, chorus and orchestral work. Children who show exceptional talent are given additional instruction with the thought in mind that music may provide a livelihood for them. Public recitations are given frequently during the school year. The school orchestra receives many

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ALPHABET	a	b	c	d	e	f	g	h	i	j
NUMERALS	1	2	3	4	5	6	7	8	9	0
WHOLE-WORD	a	but	can	do	every	from	go	have		just
Line 1	• :	• :	• :	• :	• :	• :	• :	• :	• :	• :
ALPHABET	k	l	m	n	o	p	q	r	s	t
WHOLE-WORD	knowledge	like	more	not	o	people	quite	rather	so	that
Line 2	• :	• :	• :	• :	• :	• :	• :	• :	• :	• :
ALPHABET	u	v	x	y	z	ç	é	à	è	ù
WHOLE-WORD	us	very	it	you	as	and	for	of	the	with
PART-WORD										
Line 3	• :	• :	• :	• :	• :	• :	• :	• :	• :	• :
w, etc.	â	ê	î	ô	û	é	ï	ü	ö æ	w
WHOLE-WORD			shall	this	which	ed	er	out		will
PART-WORD		gh	sh	th	wh	ed	er	ou	ow	
Line 4	• :	• :	• :	• :	• :	• :	• :	• :	• :	• :
WHOLE-WORD					en		!	()	" ?	in
PART-WORD										in
PUNCTUATION	.	,	-	.	.	,	!	()	" ?	"
Line 5	• :	• :	• :	• :	• :	• :	• :	• :	• :	• :
	fraction line			numeral sign						
PART-WORD				ing		ar				
HYPHEN, ETC.	—	—	—	—	—	—	—	—	—	—
Line 6	• :	• :	• :	• :	• :	• :	• :	• :	• :	• :
	accent			italic sign			letter sign	capital sign		
Line 7	• :	• :	• :	• :	• :	• :	• :	• :	• :	• :
COMPOUND SIGNS	—	=	*	‘ ’	‘ ’	‘ ’	[]	[]	[]	[]
	• :	• :	• :	• :	• :	• :	• :	• :	• :	• :

BRAILLE ALPHABET—Used by the Blind



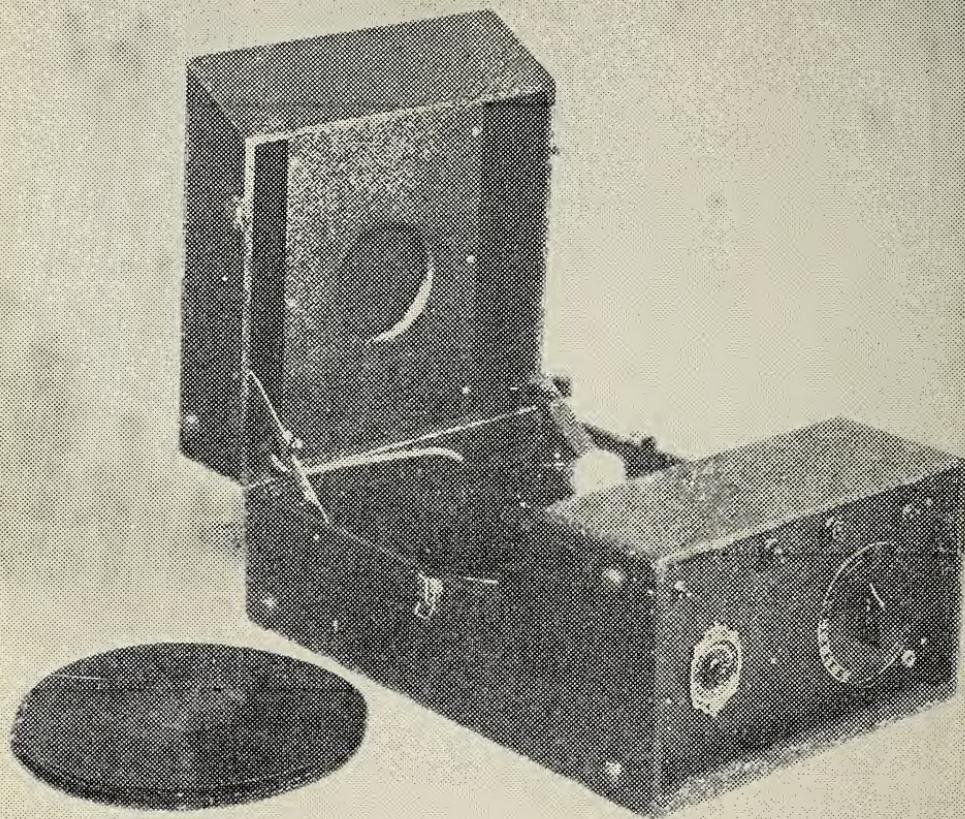
HANDWORK—Blind Girls

invitations to put on public programs for civic clubs, community organizations and churches. These public appearances give the children a splendid opportunity to develop self-confidence and poise before the public.

VOCATIONAL TRAINING

The school has a well organized Department for Vocational training under the direction of a thoroughly experienced instructor. The workshop for the blind ranks among the best in the United States. Each year the boys of this department manufacture brooms and mops for the different State Institutions. When a boy knows that the broom or mop he is making is going to have a ready sale and must be made right, he puts forth his best efforts.

The boys of this department are instructed in basketry, chair-caning, broom-making, mattress-making, rug-weaving, mop-making, piano tuning and brush making. Several of our former pupils and graduates are working in broom shops in different parts of the State. The girls learn basketry, rug-weaving, crocheting, sewing and housekeeping.



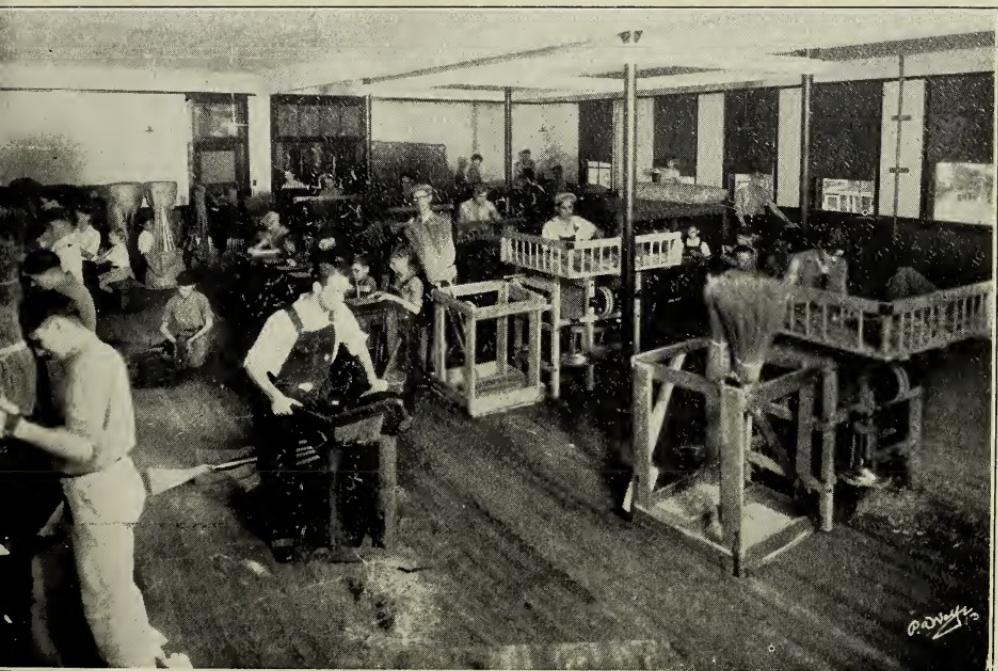
Above is shown the "talking book," one of the latest inventions to give instruction and pleasure to the blind. Two machines are in use at the school. It is on the order of a phonograph. Records are procurable from the Library of Congress. Short stories, full length novels covering a number of records, and other features are offered to the blind through this remarkable machine. It is impossible or impracticable to put numerous works in Braille. This "Talking Book" offers a short cut that is a boon to the blind.

HEALTH

The problem of maintaining a good health program in a school of this character taking care of 350 children is a large one. However, through the cooperation of the matron, supervisors, and medical staff we are glad to say that we have had no serious health complications. Outside of minor illnesses and a few childhood diseases, we have not had any worries.

In February 1936, there were a large number of cases of flu, but we are thankful to say that recovery was rapid in all cases and in only one case was there any serious after effects. One boy was left with a rather serious kidney ailment which was cleared up during the summer months and he was able to enter school again in September.

The majority of our students are young and immature and many of them have become handicapped through a dreadful childhood disease which has left its mark upon their physical make-up. A carefully planned daily program with plenty of time for rest and play keeps them busy and happy. Much time and much thought is given to the selection of well trained, well qualified people for our household positions. The household department is



WORKSHOP FOR THE BLIND

in charge of a capable matron and dietician who gives much time and thought to the selection of proper foods beneficial to growing children. At frequent intervals each child is weighed and a weight chart kept. All children who are under weight are given special diet and special care. At the opening of school in September every child is given a careful physical examination and receives whatever medical attention is required.

INFIRMARY

The school has a well equipped infirmary in charge of a graduate nurse. The school also has on its staff a physician, dentist, and an eye specialist. The teeth of all children are carefully examined at the beginning of the school year and given whatever dental attention that is needed. The ears and eyes of each child are also carefully examined and proper attention given. The services of these specialists together with the aid and watchful care of the supervisors and housemothers who have the children in their charge at all times when they are not in the classroom has given us an almost perfect health program.



THE INFIRMARY

DAILY PROGRAM

We have found out by experience that when a child is busy he is usually happy. Our daily program is planned so that each child will be occupied either in school, in shop or play. The classroom work is in session from 8 until 1 o'clock. The vocational work is carried on from 2 until 4 o'clock. After 4 o'clock the children are busy with athletics and play. On Saturday vocational duties end at 11 o'clock and the afternoon is devoted to rest, play or visits downtown. On Sunday non-sectarian Sunday School and chapel service is held for the pupils of the department for the deaf. The children of the department for the blind attend church services of their own choice in town.

ORDER OF THE DAY

SCHOOL DAYS

Rise	6:00 A. M.
Breakfast	7:00 A. M.
School	8:00 A. M.
Recess	10:45—11:00 A. M.
Close of School	12:50 P. M.
Dinner	1:05 P. M.
Officers' Dinner	1:10 P. M.
Shops and Industries	2:00 P. M.
Recreation	4:00—5:00 P. M.
Supper	5:30 P. M.
Officers' Supper	5:30 P. M.
Study Hour	6:30—7:30 P. M.
Retire—Lights Out	9:00 P. M.

SATURDAY

Rise	6:00 A. M.
Breakfast	7:00 A. M.
Shops and Industries	8:00 A. M.
Close of Shops and Industries	11:00 A. M.
Dinner	1:05 P. M.
Supper	5:30 P. M.
Meeting of Literary Societies	6:30 P. M.
Retire—Lights Out	9:00 P. M.

SUNDAY

Rise	7:00 A. M.
Breakfast	8:00 A. M.
Sunday School	9:00—10:00 A. M.

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Dinner	1:15 P. M.
Devotional Exercises	2:30 P. M.
Refreshments	5:00 P. M.
Christian Endeavor Society for the Blind	5:45 P. M.
Christian Endeavor Society for the Deaf	6:30 P. M.
Retire—Lights Out	9:00 P. M.

PHYSICAL TRAINING

One of the most important departments of the school is that of Physical training. It is of vital importance to our children that they have some form of exercise daily. The program of this department includes physical examinations, individual or corrective gymnastics, formal gymnastics, organized and unorganized games, folk and social dancing and frequent talks on hygiene.

The school has a girls' basketball team and frequently games are played with organizations in St. Augustine and nearby high schools. The work of this department has been much better organized and planned during the past biennium and every child from the youngest to the oldest has some form of exercise daily. The boys have basketball and football teams and play nearby



RUSSIAN FOLK DANCE—A Holiday in Russia—Senior Deaf Girls

high schools. In April of each year is held the annual Gymnastic Exhibition which is largely attended by the parents and relatives of the children and citizens of St. Augustine and vicinity. This exhibition reflects largely the work that has been accomplished in the different physical education departments during the school year.

ANNUAL GYMNASTIC EXHIBITION

CLASSES IN PHYSICAL EDUCATION

April 16, 1936

1. OBSTACLE RELAY—Primary Deaf
2. RHYTHMIC BELLS—Primary Deaf
3. GLOW WORM GAVOTTE—Senior Blind Girls
4. TUMBLING CLOWNS—Small Blind Boys
5. DANCING
 - (a) Triflin' Josephine David Pauline Register
 - (b) Buck Solo Charles Sattler
 - (c) Waltz Josephine David Pauline Register
 - (d) Soft Shoe Group Dance—Senior Deaf Girls
6. GYMNASTIC MARCHING AND FREE EXERCISES Senior Blind Girls
7. INDIAN CLUB DRILL—Intermediate Deaf Boys
8. DANCING.
 - (a) Chorus Routine—Junior Deaf Girls
 - (b) Struttin' Evelyn Webb Caroline Smith
 - (c) On Parade-Military—Senior Deaf Girls
9. KNIGHT TEMPLAR DRILL—Senior Deaf Boys
10. PYRAMIDS—Senior Blind Boys
11. MIMETIC ATHLETICS
 - (a) Swimming
 - (b) Diving
 - (c) Padding
 - (d) See-saw
 - (e) Baseball
 - (f) Basketball
 - (g) Handstands
 - (h) Fencing
12. TUMBLING-PYRAMIDS-STUNTS—Deaf Boys

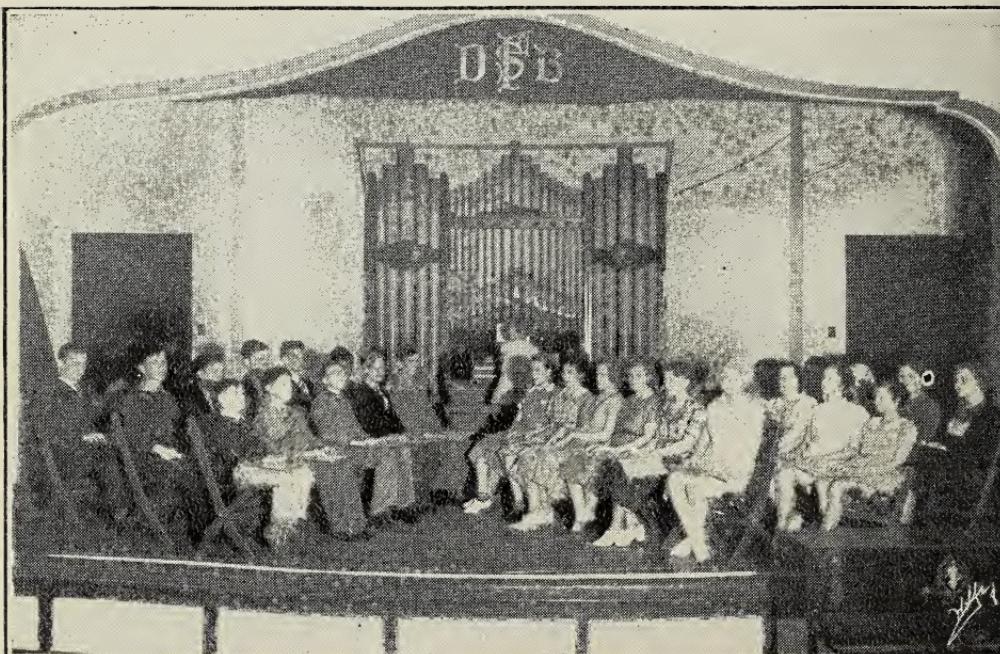
MARY MACDONELL, *Girls' Athletic Instructor*
ALICE EIBECK, *Asst. Girls' Athletic Instructor*
J. W. ALEXANDER, *Boys' Athletic Instructor*
MRS. W. M. HUTSON, SR., *Pianist*
MRS. INEZ KOGER, *Orchestra Director*
CARL J. HOLLAND, *Military Instructor*
ROGER MONROE, *Assistant Athletic Director*

MILITARY TRAINING

In addition to the work carried on for the physical training department we have as in former years carried on a small amount of military training with our deaf boys. We find this work valuable in getting rhythm, better discipline and helps to develop neat personal traits. The drill work of the boys of this Department is done with as much exactness and precision as that of normal boys in military organizations.

FARM AND DAIRY

Quite a lot of development has been carried on at the school farm at Casa Cola. Under the W. P. A. we were able to continue the project of clearing land which has provided more pasture, more land for vegetables and forage crops. During the biennium additional pure bred Jersey cows were purchased in western Florida and Tennessee. The daily herd now consists of 45 cows. The majority of them are pure bred. This herd is tested regularly for tuberculosis and Bang's disease and we are glad to report that we have a negative report for both of these diseases. Our poultry flock consists of 600 white leghorns. Most of them are pullets.



THE CHORAL CLASSES—Blind Department

The farm furnishes the school with milk, eggs, pork and a large amount of vegetables. All of these help the household very much in the matter of planning a properly balanced diet for the pupils. We feel like we have made satisfactory development with the farm and it will become a more valuable asset to the school as further improvements are made.

MUSICAL PROGRAM

At certain intervals during the school year the pupils of the music department for the blind render public recitals which are well attended. The following program was given in the school auditorium on December 18th, 1935.

A MYSTERY FOR CHRISTMAS

—by—

HOWARD D. MCKINNEY

Presented by the Choral Classes of the Department for the Blind

Act I

1. The Shepherds' Carol
2. Pastorale
3. Gloria In Excelsis Deo
4. The Angelic Message

Act II

1. Song of the Budding of the Rose
2. "Whence, Shepherd Maids?"
3. The Shepherds' Song
4. You Bells and Stars and Angels
5. O Come All Ye Faithful

Act III

1. Song of the Wise Men
2. The Magnificat
3. The Virgin's Lullaby
4. Vesper Hymn
5. Osanna In Excelsis

DAISY B. WILSON, *Choral Director*

MARY MACDONELL, *Costume and Stage Director*

EDMUND BUMANN AND WILLIAM GROW, *Scenery*

ARTHUR WILLIAMS, *LIGHTING*

Accompanists

DAISY B. WILSON, *Pianist*

ORIAN OSBURN, *Organist*

REPAIRS AND IMPROVEMENTS

The usual repair program has been carried on each year of the biennium. It has consisted mostly of making necessary repairs to the buildings as needed. A new Sander was purchased in 1935 and has been used to refinish a great amount of floor surface which gives them a neat appearance and makes a much more sanitary condition which also makes cleaning problems easier. New copper gutters and downspouts were placed on the Administration building. As finances permit, it is planned to replace all worn out gutters with 16 ounce copper which stands up particularly well under climatic conditions along the coast. The underground heating lines and plumbing of the plant are beginning to wear out very fast and during the past two years it has been necessary to replace a large amount of pipe. Under the W. P. A. we have been able to carry on our program of clearing land at the Farm and have cleared and grubbed approximately 60 acres of land.

Additional shrubbery and new flower plots and gardens have been planned and established. We feel that wonderful improvement has been made in the general appearances of the campus by the large amount of work that has been done along this line.

ADDITION TO THE GIRLS' DORMITORY

One of the best improvements made at the school in recent years has been the new addition to the Girls' dormitory. This work was done by P. W. A. grant. It was started in December and completed July 1, 1936. The building was furnished in first class shape for the opening of school in September 1936. It was occupied by the girls of the department for the blind. In the basement of this building was built a small room which is being used as a laundry for the girls. One room in the building was set aside for a beauty culture shop which has been splendidly equipped and regular instruction has been started in this trade which we believe will prove a fine one for some of our girls.

GRADUATES

In May 1935 there were 8 graduates from our department for the deaf. These graduates were Robert Polk, Lakeland; Harry Schaffner, Jr., Pensacola; Albert Reeves, Millview; Edwin Bled-

soe, St .Augustine; Pauline Register, Pensacola; Ommie Barfield, Dover; Janet Lightbourn, Miami; Velma Cumbie, Dover.

In 1935 there were two graduates from the department for the Blind. These graduates were Edwin Holly, Lakeland and Louise Murrell, Webster.

PUPILS IN INSTITUTIONS OF HIGHER LEARNING

At the present time three graduates of the Department for the Deaf are attending Gallaudet College at Washington, D. C. These graduates are Dan Long of Tallahassee, Florian Caliguiri of New York and Albert Reeves of Millview. The two graduates of the Department for the Blind in 1936, Robert Barnett and Doris Hodges of Jacksonville, are attending Stetson University at DeLand. In May 1936 Lucy Dent Smith, who graduated from our department for the blind in 1932, was graduated from Stetson University, and Ernest Shaheen, who also graduated from the department for the blind in 1932, graduated from the University of Florida. Aubrey Martin who graduated from the department for the blind in 1928 and from Stetson University is now attending Baptist Theological Seminary in Louisville, Kentucky and expects to receive his Ph. D. degree at the close of the present school year.

These pupils have been able to attend higher institutions of learning through the aid of the scholarship fund which provides each of them with \$200.00 of cash each year.

PROFESSIONAL IMPROVEMENT

A majority of the teachers have taken summer school work, attended conventions, conferences and have done a large range of professional reading.

In June 1935 the President attended the Convention of the American Instructors of the Deaf which was held at Jacksonville, Illinois, in April 1936, the Conference of American Schools for the Deaf which was held in Pittsburgh, Pennsylvania and in June 1936 he was present at the biennial convention of the American Instructors of the Blind held in Raleigh, North Carolina.

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

Several teachers attended the convention of American Instructors of the Deaf and American Instructors of the Blind.

The School has 100 per cent membership in the American Association to Promote the Teaching of Speech to the Deaf, the Association of American Instructors of the Deaf and American Instructors of the Blind and the Florida Education Association.



DENTAL CLINIC

HISTORICAL SUMMARY

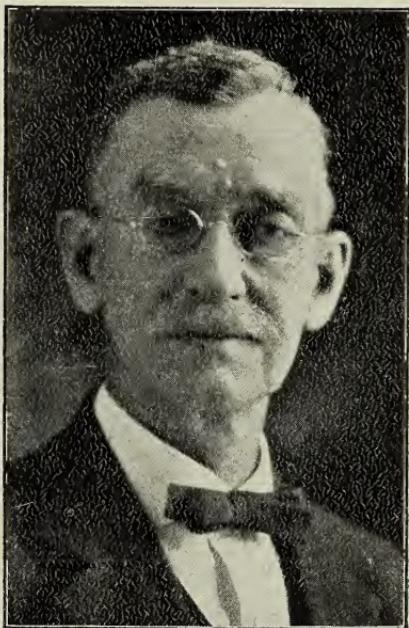
PART II

THE YEAR 1935 marked the Fiftieth Anniversary of the founding of the Florida School for the Deaf and the Blind.

In 1882 Thomas H. Coleman, a young man about to graduate from Gallaudet College, the national college for the deaf in Washington, D. C., and a graduate of the South Carolina School for the Deaf and the Blind, in looking about for a field in which he could be most useful to those who were deprived of the sense of hearing discovered the fact that Florida was one of the States of our Union that made no provision for the education of her deaf and blind children.

He wrote to Honorable W. D. Bloxham, the Governor and found him favorable to the establishing of a school for such children. Governor Bloxham asked for information on the amount of appropriation needed, the number of buildings required, the number of instructors and employees needed and other needed information. The sum of \$20,000.00 was suggested as a minimum appropriation.

The Maryland School was recommended as a model for the Florida School and the plan was copied in part from the Maryland Institution. The original plan was to erect three separate buildings at first and subsequently unite them by building between as the school grew in numbers and the need developed. When the appropriation was available, the superintending of building operations devolved upon Honorable A. J. Russell, State Superintendent of Education. At the same time he also had responsibility for the erection of an agricultural college in Florida. The time consumed in building was from early 1882 to early 1885. The school was opened the early part of February 1885.



THOMAS H. COLEMAN



About fifteen years ago Mr. Coleman came to Florida and gave an address on the school history. Soon after, a movement was started to raise funds for the Coleman memorial. On the walls of the Administration building there is a tablet bearing the name of Thomas Hines Coleman bearing the date May 17, 1923. Thus the Florida School has honored and remembered its founder.

Governor Bloxham's interest in the Florida School for the Deaf and the Blind did not end with his term of office but he remained always interested in the welfare of the school. Before passing away, he left a considerable sum of money which has been invested in interest bearing bonds which provides scholarships for deaf and blind students who wish to attend institutions of higher learning.

The Act providing for the establishment of the school was passed by the Legislature of 1884, at which time a census of the deaf in Florida revealed their number to be 119, 78 of whom were of school age. The Law directed that the members of the State Board of Education under the name of Board of Managers have charge of the school. A Board of Trustees was appointed by the Governor to manage the affairs of the school. Two of these trustees were J. W. Estes, now deceased, and Colonel W. A. MacWilliams, both well known residents of St. Augustine. From this modest beginning the Florida State School for the Deaf and the Blind has made amazing progress until today it has one of the outstanding plants of the United States valued at approximately one million dollars.

After confirmation by the Senate this Board met and organized July, 1903 by electing W. A. MacWilliams, President and J. W. Estes, Secretary. This Board was continued for two years only when in 1905 the Buckman bill abolished the Board of Trustees and placed the school under the management of the newly created State Board of Control. This Board has supervision over the State University, the State College for Women and the Florida Agricultural and Mechanical College for Negroes.

This Act also changed the name of the school from the Florida School for the Blind, Deaf and Dumb back to the Institute for the Blind, Deaf and Dumb. The former name also changed by

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

the Legislature in 1903 when the school passed under the care of the State Board of Education to that of the Board of Trustees. At the 1909 session of the Legislature the change was made to the present name, The Florida School for the Deaf and the Blind.

In accordance with the Act of the Legislature of 1905 creating the Board of Control, Governor Broward appointed as members of this Board, N. P. Bryan, Jacksonville; P. K. Yonge, Pensacola; Dr. N. L. Brown, Eustis; Nathan Adams, White Springs and T. B. King, Arcadia. Mr. Adams resigned after serving for several months and J. C. Baisden of Live Oak was appointed to fill the position.



DR. ALBERT H. WALKER
President—1907-1927

Was connected with the school 25 years.

In 1907, Dr. Brown resigned, and E. L. Wartmann, of Citra, was appointed to fill this vacancy. In 1909, the terms of members having expired, Governor Gilchrist reappointed Mr. Yonge. The other two new members were F. P. Fleming, Jr., of Jacksonville, and W. D. Finlayson, of Old Town. The State Board of Control then consisted of P. K. Yonge, Pensacola, chairman; T. B. King, Arcadia; E. L. Wartmann, Citra; F. P. Fleming, Jr., Jacksonville and W. D. Finlayson, Old Town.

The only change in this Board till 1917, was the retirement of F. P. Fleming, Jr., and the appointment of Frank E. Jennings, of Jacksonville, by Governor Park Trammell. This was in June 1913.

In 1917, the terms of the chairman of the Board, P. K. Yonge, Pensacola; W. D. Finlayson, Old Town, and Frank E. Jennings, Jacksonville, expired. To fill these vacancies, Governor S. J. Catts appointed Joe L. Earman of Jacksonville; J. B. Hodges, of Lake City, and J. T. Diamond, of Milton. Joe L. Earman succeeded Mr. Yonge as chairman of the Board. Bryan Mack, of Pensacola, succeeded J. G. Kellum as secretary of the Board. Mr. Kellum had held the position of secretary to the Board from its organization in 1906 up to 1917.

In 1919, Bryan Mack resigned as secretary to the Board, and J. T. Diamond, a member of the Board, was elected to fill the vacancy. W. W. Flournoy, of DeFuniak Springs, was appointed to fill the place made vacant by Mr. Diamond's resignation. In 1919 Chairman Earman also resigned to assume the duties of President of the State Board of Health. Mr. Hodges was made chairman. The Governor appointed P. K. Yonge, of Pensacola, to fill the vacancy caused by the resignation of Mr. Earman. In 1919, the commissions of E. L. Wartmann and T. B. King having expired, Mr. Wartmann was appointed to succeed himself, and John B. Sutton, of Tampa, succeeded Mr. King. In 1921, the commissions of P. K. Yonge, J. B. Hodges and W. W. Flournoy expired. Governor Cary A. Hardee handed commissions to P. K. Yonge, of Pensacola; W. L. Weaver, of Perry, and John C. Cooper, Jr., of Jacksonville. Mr. Yonge was made chairman.

In 1923, the terms of office of E. L. Wartmann and John B.

Sutton having expired, Governor Hardee reappointed Mr. Wartmann, and in place of Mr. Sutton, he appointed General A. H. Blanding, of Bartow. In 1924, Mr. Weaver resigned, and the Governor appointed Judge W. B. Davis, of Perry, to fill the vacancy thus created.

In 1924, Edward W. Lane of Jacksonville was appointed to the Board. In 1930, Frank E. Wideman of West Palm Beach and R. F. Maguire of Orlando were appointed as members by Governor Doyle Carlton.

During the 1932-34 biennium, George H. Baldwin of Jacksonville, Oliver J. Semmes of Pensacola, Harry C. Duncan of Tavares and Alfred H. Wagg of Palm Beach were appointed as members of the Board by Governor David R. Sholtz.

The members of the Board on March 21, 1935, the date of the celebration of the Fiftieth Anniversary of the Founding of the School, were as follows: Honorable George H. Baldwin of Jacksonville, Chairman; General A. H. Blanding, Bartow; Honorable Alfred H. Wagg, Palm Beach; Colonel Harry C. Duncan, Tavares; Honorable Oliver J. Semmes, Pensacola and Honorable J. T. Diamond, Tallahassee, Secretary.

On February 8, 1936, Honorable Thomas W. Bryant of Lakeland was appointed to succeed General A. H. Blanding of Bartow, who had served as a member of the Board since 1923. In July 1936, Honorable R. P. Terry of Miami was appointed to succeed Alfred H. Wagg of Palm Beach.

The above is a brief history of the development of the school which has grown until it now takes care of approximately 350 deaf and blind children and possesses a plant which compares favorably with the best in the United States. The information and statistics in this article and the one following have been gathered from the *St. Augustine Record* and biennial reports of the school.

FIFTIETH ANNIVERSARY CELEBRATION

The Fiftieth Anniversary Celebration of the Florida School for the Deaf and the Blind was held in the school auditorium on Thursday evening, March 23, 1935.

Notable leaders among the educators of the deaf and the blind of the United States were present for the occasion. The



DR. CLARENCE J. SETTLES, President

principal address of the evening was by Dr. Percival Hall, President of Gallaudet College, Washington, D. C., whose topic was the "Handicapped Child an Asset to the State." President Hall in vital and graphic language traced the development of the modern education of the deaf contrasting present methods with those of the olden days. He paid tribute to the initial efforts inasmuch as they marked a beginning, and laid the foundation for the work of today. Tribute was paid to the different executive heads of the School since its inception and praise offered for their accomplishments.

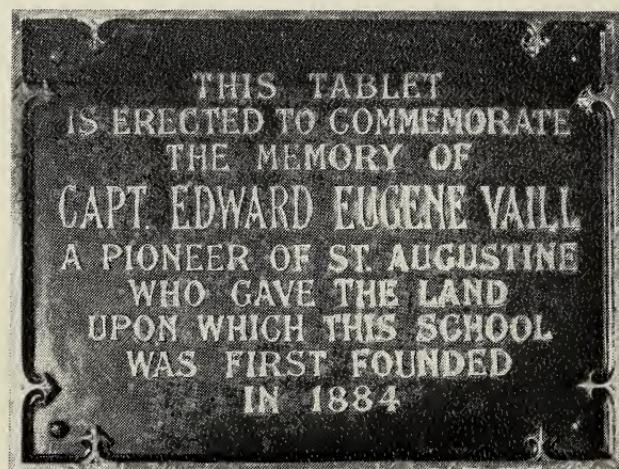
Mr. John F. Bledsoe, Superintendent of the Maryland School for the Blind talked on "Some Observations on the Education of the Blind," discussing methods and results and bringing out many interesting things relative to the training of blind children.

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

Greetings were brought from the South Carolina School by W. Laurens Walker, Superintendent; from the North Carolina School by Dr. E. McKay Goodwin, Superintendent; and from the Maryland School by Dr. Ignatius Bjorlee, Superintendent. Honorable W. A. MacWilliams gave an interesting talk on "Gleanings from Half-A-Century." Colonel MacWilliams was a member of the committee that selected the site for the school.

Beautiful musical numbers were rendered by students from the department for the blind and special dances showed rhythmic training work with the deaf. An interesting feature was the reading of an original semi-centennial poem written by Miss Daisy B. Wilson of the faculty. Greetings were received from the National organizations interested in the education of the deaf and the blind, from many of the schools and from interested friends and patrons over the State.

Honorable George H. Baldwin, chairman of the Board of Control, sent cordial greetings expressing regret that he was unable to be present and wishing all good things for the school during the coming years. Faculty members and others connected with the school and graduates with long time service records were presented by the President of the School.



BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

FIFTIETH ANNIVERSARY EXERCISES PROGRAM

1. INVOCATION—Rev L. E. Brubaker
2. MEMORIES OF STEPHEN FOSTER . . . *Holmes*
The Orchestra—Department for the Blind
3. DANCE DRAMA—The Blue Danube
Deaf Girls
Singing by Senior Chorus—Department for the Blind
4. POEM—Half a Hundred Years Ago . . . *Daisy B. Wilson*
Edwin Holly
5. GREETINGS FROM OTHER SCHOOLS
6. GREETINGS FROM SOUTH CAROLINA
Mr. W. Laurens Walker, Supt.
7. GREETINGS FROM NORTH CAROLINA
Dr. E. McK. Goodwin, Supt.
8. GREETINGS FROM MARYLAND
Dr. Ignatius BJORLEE, Supt.
9. GLEANINGS FROM HALF-A-CENTURY
Hon. W. A. MacWilliams
10. CHARACTER DANCES
 - (a) Topsy
Margaret Hovsepian
Sarah Hovsepian
 - (b) My Sweetheart from Holland
Evelyn Webb
 - (c) Dutch Clog Dance
Evelyn Webb
11. ADDRESS—"Some Observations on the Education of the blind"
Supt. John F. Bledsoe
12. ADDRESS—"The Handicapped Child an Asset to the State"
President Percival Hall
13. LONG SERVICE RECORDS—President C. J. Settles
14. CHORUS—Pilgrims' Chorus *Wagner-Page*
Senior Choral Class—Department for the Blind
15. BENEDICTION—Rev. L. Fitz-James Hindry

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STATE BOARD OF CONTROL

- HON. GEORGE H. BALDWIN, Jacksonville, Chairman
GEN. A. H. BLANDING, Bartow
HON. ALFRED H. WAGG, Palm Beach
COL. HARRY C. DUNCAN, Tavares
HON. OLIVER J. SEMMES, Pensacola
HON. J. T. DIAMOND, Tallahassee, Secretary

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CLARENCE J. SETTLES, PH. D., President



BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

VALUATION OF SCHOOL PLANT

<i>Buildings and Contents</i>	<i>Date Erec'd</i>	<i>Estimated Value</i>
1. Walker Hall (Main Building)	1911	\$226,000.00
Contents, Furniture, Equipment etc.		20,000.00
Musical instruments		10,000.00
2. Boys' Dormitory (Rhyne Hall)	1927, 1st. unit 1930, 2nd. unit	132,000.00
Contents		16,000.00
3. Wartmann Cottage	1922	50,000.00
Contents		6,000.00
4. Bloxham Cottage	1924	50,000.00
Contents		6,000.00
5. Girls' Dormitory (McLane Hall)	1928, 1st. unit 1936, 2nd. unit	135,000.00
Contents		10,000.00
6. Hospital	1917	25,000.00
Contents		1,500.00
7. Service Building and Laundry	1915	20,000.00
Contents		6,000.00
8. Industrial Building	1913	75,000.00
Contents		15,000.00
9. Building for Negroes	1915	40,000.00
Contents		3,000.00
10. Annex to Negro Building	1922	35,000.00
Contents		3,000.00
11. Industrial Building for Negroes	1923	3,000.00
Contents		1,650.00
12. Garage	1916	1,000.00
Trucks and Autos in above Bldg.		3,200.00
13. Bath House and Armory	1924	1,600.00
Contents		600.00
14 Farm Foreman's Residence	1928	3,000.00
15. Dairy Barn	1928	5,000.00
Contents		1,800.00
Stock in Barn		400.00
16. Power House at Farm	1928	400.00
Contents		600.00
17. Boiler House and Store Room	1928	14,000.00
Contents		10,000.00
Store room contents		3,000.00
18. Machine Shed at the Farm	1932	700.00
Contents		500.00

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

APPROPRIATION REQUEST FOR 1937-1939

PART III

	1st. year	2nd. year
Salaries	\$ 89,073.11	\$ 89,073.11
Necessary and Regular Expenses	\$104,808.57	\$104,808.57
GRAND TOTAL		\$387,763.36
DESCRIPTION		REQUESTED
	1 year	2 years
Provisions	\$ 27,750.00	\$ 55,500.00
Agriculture and Forage Supplies	4,750.00	9,500.00
Light and Power (including supplies)	3,908.15	7,816.30
Laundry	2,000.00	4,000.00
Gas	82.80	165.60
Drugs	480.00	960.00
Liquid Fuels and Lubricants (cars, trucks, tractors, etc.)	800.00	1,600.00
Coal and Heating Plant Supplies (including freight)	4,200.00	8,400.00
Telephone	112.20	224.40
Water Rent	675.00	1,350.00
Janitor and Cleaning Supplies	500.00	1,000.00
Printing and Advertising	125.00	250.00
Equipment	11,575.00	23,150.00
Educational Supplies	1,845.00	3,690.00
Campus Expenses	600.00	1,200.00
Scholarships	1,000.00	2,000.00
Traveling Expenses	1,750.00	3,500.00
Office Supplies	150.00	300.00
Insurance	286.15	572.30
Dental and Surgical Supplies	275.00	550.00
Furniture and Fixtures	1,000.00	2,000.00
Improvements and Building Repairs	11,100.00	22,200.00
Incidental Expenses	5,094.27	10,188.54
Miscellaneous	1,000.00	2,000.00
Employees' Pay Roll	15,750.00	31,500.00
Expenses under Workmen's Compensation Act, Chapter 14,481	3,000.00	6,000.00
Reserve Fund	5,000.00	10,000.00
TOTAL	\$104,808.57	\$209,617.14

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

PERMANENT IMPROVEMENTS

Description	Requested	
	1 Year	2 Years
Complete New Central Heating Plant	\$ 39,858.12	
Complete New Plant for Colored Department at the Farm at Casa Cola	300,000.00	
TOTAL	\$339,858.12	

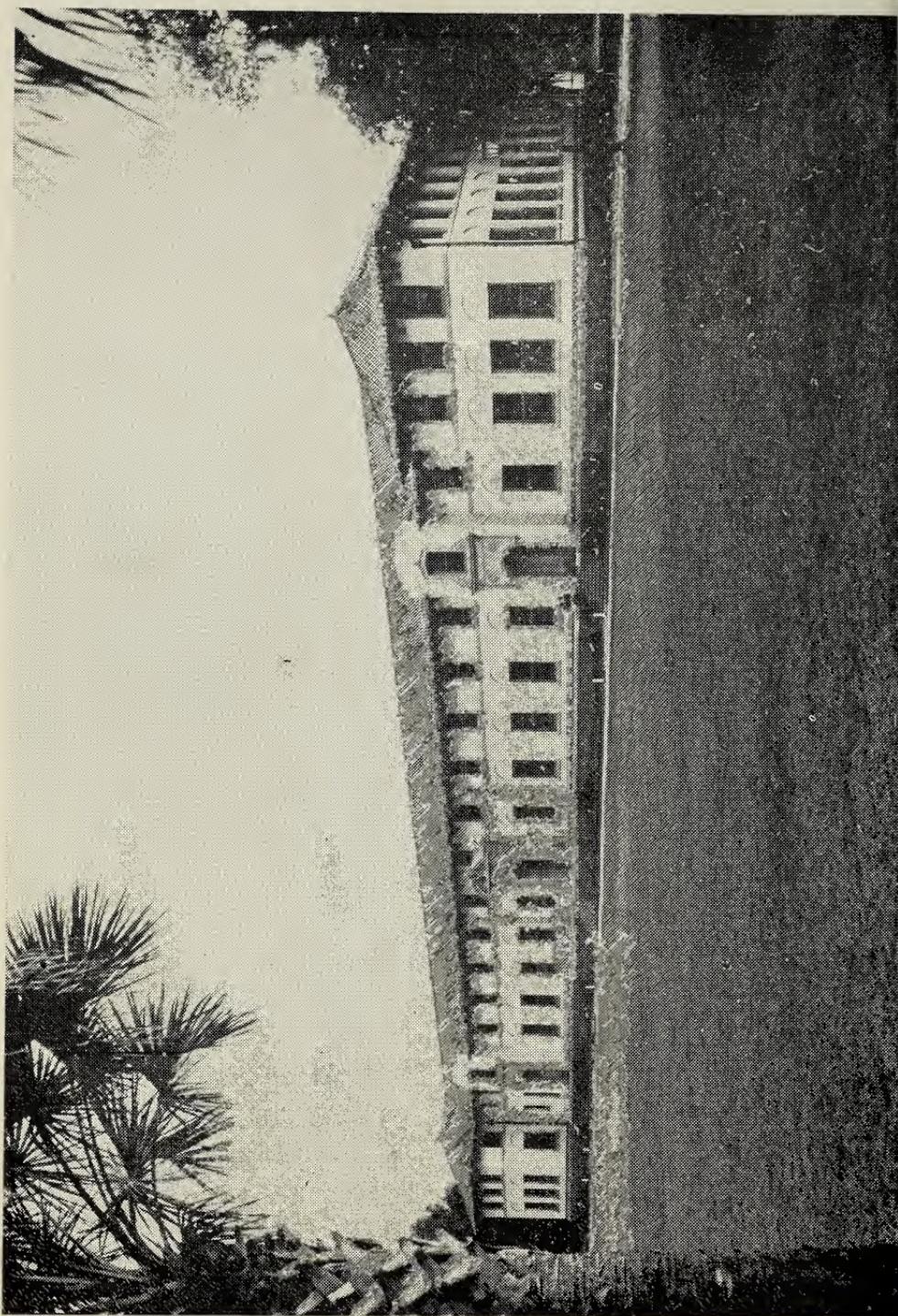
The Florida School for the Deaf and the Blind has always had an eight months' term of school. During the past two years the public schools of the State of Florida have been guaranteed a nine months' term. Many parents of children have approached the President of the School with the request that this school have a nine months' term. In view of the fact that the mental development of a deaf child is considered five years behind that of a normal child and the education of deaf and blind children is very slow, I believe they should have this extra advantage. Practically every school for the deaf and the blind in the United States has a nine months' term. This extra month of school will cost about \$36,000 for the biennium.

SALARIES

Under the heading of salaries, we are asking for \$89,073.11 for each year of the biennium which will provide adequate salaries for an extra month of school, for some new positions which are necessary and leave a small amount of money for increases. The past biennium we lost some of our best teachers to northern schools because we did not have the money to retain them.

MAINTENANCE

Under the heading of maintenance we are requesting an appropriation of \$104,808.57 for the first year of the biennium and \$104,808.57 for the second year. It will be necessary to have this much money to provide for the extra month of school and take care of necessary labor and domestic help. Due to the rapid increase in attendance, it is necessary to have more money for food and additional labor.



SCHOLARSHIPS

For scholarships, we are requesting the same amount, \$1,000 per year which aids our deaf graduates who are attending Gallaudet College at Washington, D. C. and our blind boys and girls who are attending institutions of higher learning in our State. Without these scholarships not a single one of our boys or girls in institutions of higher learning at the present time could have the advantage of a college education.

EQUIPMENT

Much of the equipment about the school is antiquated. If we are to provide our boys and girls for a useful place in the vocational world, it is absolutely necessary that we have up-to-date and modern equipment. Equipment for classroom instruction is very expensive. Books in braille and electrical machines for the development of residual hearing and instructional purposes are very costly. It is necessary for us to have this equipment if we are going to carry on our special kind of educational work. Our electrical refrigeration is out of date and must be replaced soon. Much of our kitchen and household equipment also needs replacement.

IMPROVEMENT AND BUILDING REPAIRS

Under this heading we are requesting a considerable sum of money to take care of our plumbing needs, muchly needed roof repairs, paints, varnishes, copper gutters and repairs to the Armory and workshop for the colored blind. The lavatories in Wartmann and Bloxham Cottages are not adequate to take care of their population. New tile baths and entire new equipment is badly needed in those two buildings. Much of this work is imperative.

PERMANENT IMPROVEMENTS

NEW CENTRAL HEATING PLANT

For a central heating plant we are requesting the sum of \$39,858.12. This amount has been recommended by engineers as the minimum needed to take care of our needs. The present heating plant consists of one high pressure boiler for hot water

and four small Kewanee type sectional boilers for heating purposes. The plant has grown until at the present time our heating facilities are entirely inadequate. Every year it is necessary to spend considerable sum of money for repairs. A complete new plant is an imperative need.

NEW PLANT FOR DEPARTMENT FOR THE COLORED

The department for the Colored deaf and blind is badly crowded. It is located on the south side of the campus at no great distance from the department for white children. There is no room for growth at the main plant, the present location of this department. In order to relieve this crowded condition, provide proper educational advantages for this group and entirely segregate them, we are requesting the sum of \$300,000 for a complete new plant at the farm at Casa Cola. We believe this amount of money will build a girls' dormitory, boys' dormitory, administration and school building and provide for a water, heating and sewage system.

All of the above improvements are necessary.

CONCLUSION

The function of the Florida School for the Deaf and the Blind is to provide an educational service to a group of children with a special need. It strives to give its boys and girls the refining influence they would receive in a well regulated Christian home.

As stated elsewhere in this report, it is the object of the School not only to give its pupils a good academic education but a knowledge of some vocation by which they may go out into the world and fill a useful place in their communities. Graduates and former students are following their respective vocations and professions with success. Many have graduated from higher institutions of learning with honor.

In conclusion, I wish to express my appreciation to the members of the Board of Control for their many helpful suggestions and wise counsel in administrating the affairs of the School.

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

They have been interested in every detail that would make the work of the School more efficient and have given liberally of their time and efforts. I wish to express my appreciation to the Governor and State Board of Education for their interest in the progress and welfare of the school. I also desire to express my appreciation to the teachers and employees for their cooperation and support.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Clarence J. Settles".

President.

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

FINANCIAL STATEMENT

1934-1935

Receipts:

Legislature Appropriation for Regular and Necessary Expenses for 1934-1935	\$ 62,165.00
Balance from 1933-1934 Appropriation	5,389.28
	<hr/>
	\$ 67,554.28

Disbursements:

Provisions	\$ 15,034.98
Agriculture and Forage Supplies	5,131.69
Light and Power (including supplies)	3,731.55
Laundry	1,443.12
Gas	67.33
Drugs	365.58
Liquid Fuels and Lubricants (cars, trucks, tractors, etc.)	624.20
Coal and Heating Plant Supplies (including freight)	3,567.52
Telephone	112.80
Water Rent	540.00
Janitor and Cleaning Supplies	125.25
Printing and Advertising	188.68
Equipment	7,888.85
Educationl Supplies	1,346.64
Campus Expenses	315.08
Scholarships	1,000.00
Traveling Expenses	1,677.67
Office Supplies	147.70
Furniture and Fixtures	370.99
Improvements and Building Repairs	4,869.37
Incidental Expenses	4,853.18
Miscellaneous	795.74
Employees' Pay Roll	13,355.96
	<hr/>
Balance . . . . .	.40
Appropriated for Salaries for 1934-1935	\$ 73,917.00
Balance from 1933-1934 Appropriation	1,687.97
	<hr/>
	\$ 75,604.97
Disbursed for Salaries for 1934-1935	75,604.97
	<hr/>

PERMANENT BUILDING FUND

Amount brought forward July 1, 1934	\$ 542.86
Received to June 30, 1935	833.65
	<hr/>
Balance	\$ 1,376.51
No disbursements:	

INCIDENTAL FUND

Amount brought forward July 1, 1934	\$ 10,185.20
Received to June 30, 1935	2,623.66
	<hr/>
Disbursed during the year 1934-1935	\$ 12,808.86
	1,102.20
	<hr/>
Balance	\$ 11,706.66

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

BOARD OF CONTROL ACCOUNT FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

Receipts:

Receipts from April 30 to June 30, 1935 \$ 497.95

FINANCIAL STATEMENT 1935-1936

Receipts:

Legislature Appropriation for Regular and Necessary Expenses for 1935-1936 \$ 75,115.00

Disbursements:

Provisions	21,615.39
Agriculture and Forage Supplies	1,261.84
Light & Power (including supplies)	3,608.15
Laundry	1,651.78
Gas	82.80
Drugs	430.43
Liquid Fuels and Lubricants	716.08
(cars, trucks, tractors, etc.)	
Coal and Heating Plant Supplies	3,566.23
(including freight)	
Telephone	112.20
Water Rent	641.25
Janitor and Cleaning Supplies	444.10
Printing and Advertising	49.67
Equipment	6,496.81
Educational Supplies	1,845.60
Campus Expenses	770.26
Scholarships	1,000.00
Traveling Expenses	1,732.41
Office Supplies	77.95
Insurance	241.15
Dental and Surgical Supplies	212.60
Furniture and Fixtures	80.23
Improvements and Building Repairs	7,577.26
Incidental Expenses	5,094.27
Miscellaneous	910.36
Employees' Pay Roll	14,511.67
	\$ 74,730.49
Balance	\$ 384.51

Appropriated for Salaries for 1935-1936 \$ 77,525.00

Disbursed for Salaries for 1935-1936 75,539.90

Balance \$ 1,985.10

Special Expenses (one year) School Bus \$ 3,000.00

Disbursed for Special Expenses \$ 2,993.20

Balance \$ 6.80

PERMANENT BUILDING FUND

Amount brought forward July 1, 1935 \$ 1,376.51

Received to June 30, 1936 \$ 622.53

Balance \$ 1,999.04

No disbursements

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

INCIDENTAL FUND

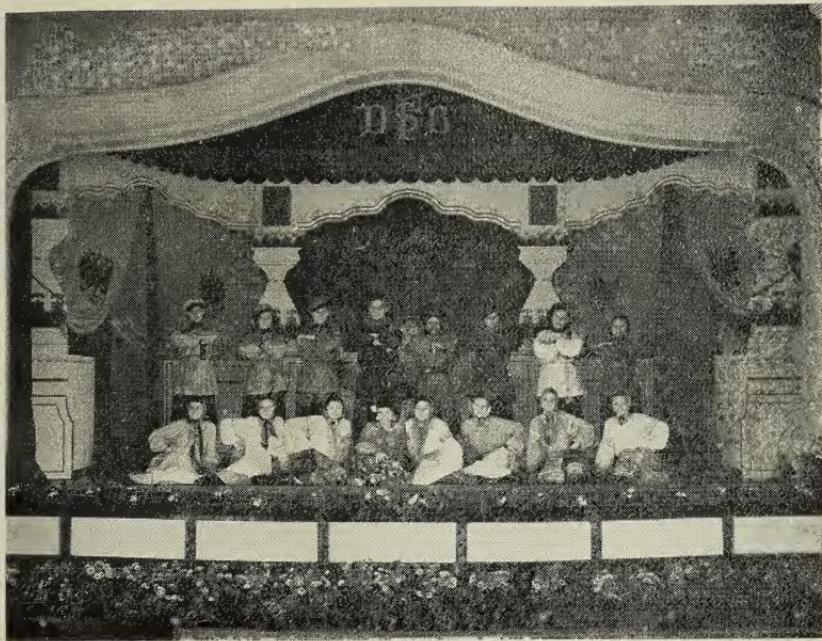
Amount brought forward July 1, 1935	\$ 11,706.66
Received to June 30, 1936	1,748.90
	<hr/>
Disbursed during the year 1935-1936	\$ 13,455.56
	3,756.45
Balance	\$ 9,699.11

BOARD OF CONTROL ACCOUNT FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

Amount brought forward July 1, 1935	\$ 497.95
Received to June 30, 1936	9,008.57
	<hr/>
Disbursed during the year 1935-1936	\$ 9,506.52
	3,839.94
Balance	\$ 5,666.58



SOUTH VIEW OF WALKER HALL



COMMENCEMENT SCENE—1935

LIST OF WHITE GRADUATES

Class of 1898

Artemas Winifred Pope	Deaf
Cora Carlton	Deaf

Class of 1907

Eugenia Wilson	Deaf
Nettalian Vanderpool	Deaf

Class of 1908

DeWitt Lightsey	Blind
Alice Carlton	Deaf

Class of 1911

Lucius Emerson	Blind
Lula Barfield	Blind

Class of 1913

Henry Stephen Austin	Deaf
Henry Raymond Rou	Deaf
Willie Harvey Townsend	Deaf



CALISTHENICS—Deaf pupils



PYRAMID BUILDING—Blind Boys

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1935

Class of 1914

Minnie Violet Clemons	Deaf
Sarah Virginia Johnson	Deaf
Roxie Rice Jordan	Deaf
Charles Edward Manire	Deaf

Class of 1915

Mabel Bates	Blind
Pearl Brown	Blind
Bessie Sikes	Blind

Class of 1918

Lola Ashley	Blind
Annie Lee Barksdale	Blind
Arthur Dye	Blind
Laurence Randall	Deaf

Class of 1919

Dixie Clyde Fernside	Deaf
Amelia Theresa Loring	Deaf
Lalla E. Wilson	Deaf
Uriel Jones	Deaf

Class of 1921

Annie Louise Clemons	Deaf
Mary Jim Crump	Deaf
Pearl Helen Holland	Deaf

Class of 1922

Rosie Nasrallah	Blind
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Class of 1925

Willie Butler	Blind
Frances Johnson	Blind

Class of 1926

Marjorie K. Eigle	Deaf
Gladys L. Eastman	Deaf

Class of 1927

Florian Caliguiri	Deaf
William A. Hall	Deaf
Julius L. Myers	Deaf

Class of 1928

Georgette E. Duval	Deaf
Florence K. Wells	Deaf
Benjamin F. King	Deaf
William Edward Clemons	Deaf
Gladys M. Jones	Blind
Stewart M. Yates	Blind

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

Albert H. Macy		Blind
Aubrey B. Martin		Blind
Class of 1930		
Bessie Henderson		Deaf
Helen Salter		Blind
Nell Norton		Blind
Class of 1931		
Dan Long		Deaf
J. E. Jennings		Deaf
Warren Wilson		Deaf
Khaleel Kalal		Deaf
Antonio Virsida		Deaf
Robert Hoagland		Deaf
Class of 1932		
Reba Blackwelder		Deaf
Aileen Grace		Blind
Lucy Dent Smith		Blind
Alexander Nasrallah		Blind
Walter Nasrallah		Blind
Ernest Shaheen		Blind
Class of 1933		
Jans Rosier		Deaf
Charles McNeilly		Deaf
Class of 1934		
Beatrice David		Blind
Clara Stevenson		Deaf
Ethel Crawford		Deaf
Class of 1935		
Velma Cumbie		Deaf
Janet Lightbourn		Deaf
Pauline Register		Deaf
Loyce Ommie Barfield		Deaf
Robert Eugene Polk		Deaf
Albert Forrest Reeves		Deaf
Harry Joseph Schaffner, Jr.		Deaf
Edwin Laurens Bledsoe		Deaf
Gladys Louise Murrell		Blind
Edwin Joseph Holly		Blind
Class of 1936		
Doris Sabra Hodges		Blind
Marvin Robert Barnett		Blind

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

LIST OF COLORED GRADUATES SINCE 1914

		Class of 1914
Louise Jones	.	Blind
		Class of 1925
Cary White	.	Deaf
Georgia Hall	.	Blind
		Class of 1928
Reginald Green	.	Blind
Leroy Lundy	.	Blind
Herbert Moore	.	Blind
		Class of 1930
Jodie M. Jackson	.	Blind
		Class of 1931
Moses Singleton	.	Blind
Washington Jones	.	Blind
Ernest Lawrence	.	Blind
		Class of 1932
Annie M. Stevens	.	Deaf
		Class of 1933
Johnnie James	.	Deaf
Jennie L. Nelson	.	Deaf
Geneva Daniels	.	Deaf
		Class of 1934
Melda Rawls	.	Deaf
		Class of 1935
Daisy B. Moore	.	Deaf
Marie Richardson	.	Deaf
Jesse Lawrence	.	Deaf
J. B. Sallet	.	Deaf
Fitzhugh White	.	Deaf
Alexander Hartley	.	Blind
		Class of 1936
Robert White	.	Deaf
Glennie Owens	.	Deaf
Timothy Morris	.	Deaf



SEWING CLASS—Department for the Deaf



DOMESTIC SCIENCE—Department for the Deaf

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

ROSTER OF STUDENTS

Biennium 1934-1936

Deaf Boys

1. Altman, Homer	St. Johns
2. Anderson, Burton	Orange
3. Armstrong, Gordon	Dade
4. Belmer, Emanuel	Volusia
5. Bledsoe, Edwin	St. Johns
6. Bradley, George	Duval
7. Bryan, Delmar	Pasco
8. Burnsed, A. T.	Gilchrist
9. Cannon, Willie	Levy
10. Carnes, Harvard	Highlands
11. Carre, Gene	Putnam
12. Carter, Ralph	Jackson
13. Chamblee, Raimond	Okaloosa
14. Chandler, Miles	Palm Beach
15. Chauncey, Norman	Suwannee
16. Clements, Clifford	Polk
17. Clevenger, George	Polk
18. Collins, Wilson	Orange
19. Coon, A. J.	Duval
20. Cooper, Lee	Hillsborough
21. Crews, Jerry	Duval
22. Cumbie, Douglas	Hillsborough
23. Cunningham, Dan	Dade
24. Davis, Jimmie	Dade
25. Daughety, Jack	St. Johns
26. Delk, J. L.	Dade
27. Dickey, John	Putnam
28. Dyal, L. D., Jr.	Nassau
29. Edwards, Robert	Nassau
30. Edwards, William	Gadsden
31. Elliott, Sam	Citrus
32. Elkes, Eugene R., Jr.	Hillsborough
33. Farmer, George	Gadsden
34. Fleming, Roger Helton	Dade
35. Fox, Edgar	DeSoto
36. Fulmore, Jerol	Santa Rosa
37. Gardner, James	Hillsborough
38. Gericke, Wm. August, Jr.	Fulton
39. Gibbens, Harry	Dade
40. Goodrich, Cecil	Volusia
41. Gullo, Michael	Hillsborough
42. Gunn, Elton	St. Johns
43. Ham, Aubrey	Jackson
44. Hambeau, Armond	Hillsborough
45. Hamilton, Vernon	Duval
46. Helms, Sawley	Orange
47. Hendricks, Woodrow	Holmes
48. Hicks, Sherwood	Duval
49. Hinson, Sam	Monroe
50. Hoagland, Sidney	Duval
51. Holloway, W. S.	Duval
52. Hovsepian, Henry	Dade

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

53. Huggins, Tafton	Holmes
54. Hughes, James	Jefferson
55. Hutson, Oscar	Dade
56. Johnson, Jack	St. Johns
57. Jordan, Edward	Suwannee
58. Kalal, Mitchell	Polk
59. Langley, Milton	Citrus
60. Lawrence, David	Jackson
61. Laws, Bobby	Hillsborough
62. Lewis, Isaac	Holmes
63. Lockey, Charles	Jackson
64. Lynn, James	Sarasota
65. Martin, J. L.	Charlotte
66. McClain, Marvin	Duval
67. McKeller, Loyce	Duval
68. McLendon, Horace	St. Johns
69. Moore, Leander	Duval
70. Mott, Joe	Dixie
71. Mulkey, James Berry	Sarasota
72. O'Brien, Elwood	St. Johns
73. Olive, Paul	St. Johns
74. Osman, Allen	Duval
75. Phelps, Harry	Holmes
76. Pitt, Lawrence	Lake
77. Polk, Robert	Polk
78. Pollock, C. B.	Pasco
79. Pope, Edward	Orange
80. Pope, Lloyd	Franklin
81. Prestwood, Floyd	Polk
82. Pritchard, James	Volusia
83. Railsback, Ray	St. Lucie
84. Raines, Lamar	Alachua
85. Rawlins, Oscar	Volusia
86. Reeves, Albert	Escambia
87. Richards, Billy	St. Lucie
88. Robinson, Billy	Dade
89. Roche, Francis	Escambia
90. Roguer, Benecio	Hillsborough
91. Roguer, Eulicio	Hillsborough
92. Rooks, Billy	Sumter
93. Rowe, Cecil	Sarasota
94. Sanders, Wilbur	Osceola
95. Schaffner, Harry	Escambia
96. Shelby, John	Escambia
97. Shouppe, Carl	Jackson
98. Shouppe, Joe Peat	Jackson
99. Sistrunk, William	Hamilton
100. Smith, Fletcher	Lake
101. Smith, Hubert	Dade
102. Stalder, Charlie	Brevard
103. Stanley, J. W.	Hillsborough
104. Sumner, Dewey	Levy
105. Sumner, Jack	Volusia
106. Sweat, Panks	Volusia
107. Taylor, Woodrow	Baker
108. Thompson, Johnny	St. Johns
109. Tillman, H. B.	Hillsborough
110. Webb, Malcolm	Hernando

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

11. Whealton, John	Manatee
12. Wilcox, Edward	Dade
13. Wilson, Jay	Dade
14. Wrinkle, Jimmie	Dade
15. Williams, Leonard	Pasco
16. Wilson, Robert	Orange

Deaf Girls

1. Adams, Ethel	Orange
2. Adair, Catherine	Dade
3. Ard, Wanda	Holmes
4. Bailey, Willie Marie	Dade
5. Barfield, Ommie	Hillsborough
6. Barker, Grace	Hillsborough
7. Baxter, Luella	Suwannee
8. Bohannon, Lois	St. Johns
9. Frisco, Hazel Mae	Palm Beach
10. Brown, Mildred	Manatee
11. Capitano, Rosina	Hillsborough
12. Carruthers, Mary	Polk
13. Carter, Lucille	Jackson
14. Coe, Margaret	St. Johns
15. Cowart, Aleen	Lake
16. Croley, Roberta	Pinellas
17. Crowell, Betty	Dade
18. Crowell, Medora	Dade
19. Cumbie, Velma	Hillsborough
20. David, Josephine	Duval
21. Davis, Henrietta	Polk
22. Davis, Norma	Pinellas
23. Dickinson, Alynda Dare	Duval
24. Dicks, Gladys	Columbia
25. Fazio, Mamie	St. Johns
26. Flowers, Genevieve	Duval
27. French, Inese	Washington
28. Godwin, Evelyn	St. Johns
29. Goodman, Flora	Jackson
30. Goodson, Geneva	Dade
31. Griffin, Gladys	Calhoun
32. Hamilton, Carolyn	Dade
33. Harrell, Dorothy	Wakulla
34. Hemperley, Rebie	Dade
35. Hires, Nell	Dade
36. Hobbs, Annette	Volusia
37. Holloman, Connie	Marion
38. Holmes, Bobby	Duval
39. Holt, Lena	Pasco
40. Hose, Bernice	Dade
41. Hovsepian, Josephine	Dade
42. Hovsepian, Margaret	Dade
43. Hovsepian, Sarah	Dade
44. Hyde, Katherine	Hillsborough
45. Johnson, Mabel Jo	Duval
46. Jordan, Herlene	Suwannee
47. Jourdan, Murlene	Calhoun
48. Jourdan, Viree	Calhoun
49. King, Mozelle	St. Johns
50. Lamb, Virginia	Palm Beach

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

51. Larkins, Ira Jane	Putnam
52. Lawrence, Susie	Lake
53. Lightbourn, Janet	Dade
54. Lloyd, Annie Lee	Escambia
55. Long, Annette	Leon
56. Long, Imogene	Leon
57. Love, Lola Mae	Hillsborough
58. Mancill, Isabelle	Dade
59. McLeod, Hilda	St. Johns
60. McIntosh Ray	Pinellas
61. Meeks, Bessie	Orange
62. Mitchell, Corrie	Hillsborough
63. Moody, Mattie	Hamilton
64. Nelson, Margaret	Fay
65. Newberry, Evelyn	Hardee
66. Oakley, Nathalie	Polk
67. Olive, Mary Frances	Broward
68. Parker, Winell	Palm Beach
69. Peeples, Beda	Palm Beach
70. Peeples, Mamie Lou	Dade
71. Perez, Dalia	Hillsborough
72. Perkins, Ruth	Duval
73. Perry, Mabel	Dade
74. Pierce, Fay	Hillsborough
75. Pittman, Chrystelle	Jackson
76. Register, Pauline	Escambia
77. Remley, Eloise	Duval
78. Remley, Lois	Duval
79. Ribblett, Dorothy	Lake
80. Riley, Dorothy	Volusia
81. Rogers, Addie Lee	Polk
82. Shaw, Lucille	Polk
83. Simpson, Esther	Marion
84. Sincore, Josephine	Dade
85. Skinner, Mary	Henry
86. Smith, Addie	Hillsborough
87. Smith, Louise	Hillsborough
88. Smith, Caroline	Lee
89. Smith, Margaret Lucille	Dade
90. Staton, Dorothy	St. Johns
91. Stevens, Jewell	Orange
92. Styron, Jessie	Pinellas
93. Thomas, Jean Ann	Volusia
94. Thur, Mary Louise	Escambia
95. Todd, Frances	Hillsborough
96. Tyler, Mary	Hillsborough
97. Vann, Euneta	Hillsborough
98. Vickers, Rosa Lee	Marion
99. Waller, Helen	Leon
100. Webb, Evelyn	Hernando
101. Wertheim, Julianne	Hillsborough
102. Wertheim, Lorraine	Hillsborough
103. Wiggins, Elsie	Dade
<i>Blind Boys</i>	
1. Alderman, Robert	Jackson
2. Alfonso, Florencio	Hillsborough
3. Arnett, Leonard	Volusia

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

4. Asenjo, Albert	Palm Beach
5. Barnett, Robert	Duval
6. Burbidge, Gordon	Duval
7. Burns, Harold	Dixie
8. Carroll, Johnnie	Brevard
9. Cato, James	Citrus
10. Gilhausen, Melvin	Dade
11. Hayes, Lacy	Hardee
12. Henderson, Elvin	Dade
13. Holly, Edwin	Osceola
14. Holly, Fred	Polk
15. Hickey, Joe	Franklin
16. Hudson, Johnnie	Dade
17. Lopez, Wallace	Volusia
18. May, Bobby	Dade
19. McClellan, Elwood	Volusia
20. McClean, Raymond	Hillsborough
21. Miller, Charlie	Holmes
22. Moore, John Henry	Hillsborough
23. Mullis, Delton	Hillsborough
24. Osburn, Orian	Pasco
25. Pitts, Billy	Dade
26. Pulara, Louis	Hillsborough
27. Rawley, Roscoe	Lake
28 Rizer, Rollie	Suwannee
29 Ross, Mannie	St. Johns
30. Sattler, Charles	Dade
31. Shaeffer, Donal'd	Seminole
32. Shepherd, Alex	Holmes
33. Smith, Grover	Hillsborough
34. Sowell, Herbert	Dade
35. Thompson, Mackie	St. Johns
36. Ward, Douglas	Hardee
37. Warren, Leonard	Monroe
38. Wolfe, Robert	Polk

Blind Girls

1. Bath, Hazel Lee	Polk
2. Barber, Alberta	Orange
3. Burns, Chrysis	Hillsborough
4. Cain, Betty	Dade
5. Cassidy, Catherine	Hillsborough
6. Creech, Jackie	Palm Beach
7. Crawford, Maggie Mae	Orange
8. Crews, Lorraine	Orange
9. Cross, Alice May	Marion
10. Dean, Marie	Polk
11. Douglas, Laura May	Henry
12. English, Frances	Orange
13. Gilberstadt, Bernita	Palm Beac'1
14. Griner, Sibyl	Pa'm Beach
15. Hayes, Clarice	Hardee
16. Hodges, Doris	Duval
17. Hamilton, Thelma	Hil'sborough
18. Holly, Beulah	Polk
19. Holroyd, Barbara	Dade
20. Hyde, Inez	Hillsborough
21. Johns, Evelyn	Highlands

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

22. Jordan, Myrlen	Jefferson
23. Kinsey, Madeline	Citrus
24. Lindsey, Myrtle	Walton
25. Murrell, Louise	Sumter
26. Ogden, Marian	Duval
27. Reardon, Kathryn	Marion
28. Register, Eloise	Hamilton
29. Rogers, Agnes	Citrus
30. Rogers, Trudie	Duval
31. Sapp, Stella	Taylor
32. Scherer, Mary	Dade
33. Stelle, Ethel	Dade
34. Stelle, May	Dad-
35. Tillman, Nita Lee	Appling
36. Willis, Irene	Escambia
37. Woodward, Jacqueline	Union

Colored Deaf Boys

1. Adams, Paul	Putnam
2. Beard, Mathew	Sunter
3. Brown, Willie	Duval
4. Carter, Benjamin	Marion
5. Cole, Walter	Volusia
6. Danzy, Willie	Seminole
7. Dudley, William Joe	Jackson
8. Duhart, Metchell, Jr.	Seminole
9. Early, Alphonse	Broward
10. Ford, Ernest	Escambia
11. Fort, Charlie	Suwannee
12. Harrison, Fred	Columbia
13. Lang, Carlton	Duval
14. Lawrence, Jesse	Volusia
15. Lee, Sinclair	Taylor
16. McCall, Frank	Volusia
17. Mongram, Joe	Duval
18. Morris, Timothy	Dade
19. Newton, Junior	Brevard
20. Peterson, Harcourt	Pa'm Beach
21. Reed, James	Duval
22. Rogers, Theodore	Volusia
23. Sallet, J. B.	Lake
24. Simmons, Charlie	Seminole
25. Vickers, Glover	St. Johns
26. Wallace, Van	Columbia
27. Vincen, Otha	Alachua
28. Watson, Tommy	Alachua
29. West, Irvin	Duval
30. White, Fitzhugh	Jackson
31. White, Robert	Jackson
32. Wilkerson, R. Z.	Polk
33. Williams, Elijah	Orange
34. Williams, Lonnie Lee	Duval
35. Wright, Robert Lee	Suwannee

Colored Deaf Girls

1. Allen, Vertez	Duval
2. Baker, Marzelle	Hillsborough
3. Belcher, Irene	Franklin
4. Brown, Barbara	Duval

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1934-36

BIENNIAL REPORT OF THE PRESIDENT FOR 1934-1936

5. Butler, Carrie	Hillsborough
6. Caffey, Velma	Alachua
7. Canty, Edna May	Alachua
8. Coakley, Jeroline	Broward
9. Edgecomb, Edith	Dade
10. Edwards, Lessie	Marion
11. Fields, Edith	Orange
12. George, Jennie V.	Highlands
13. Green, Helen	Lake
14. Jackson, Edna	Manatee
15. Kelly, Azalea	Union
16. Montgomery, Winifred	Dade
17. Moore, Daisy Bell	Manatee
18. Moore, Polly Lee	St. Johns
19. Murray, Maybelle	Duval
20. Musgrave, Maggie	Gadsden
21. Owens, Glennie	Duval
22. Pool, Parleny	Manatee
23. Pollard, Rosa Mae	Clay
24. Reid, Estella	Taylor
25. Richardson, Marie	Duval
26. Sheffield, Earnestine	Washington
27. Smith, Roslyn	Dade
28. Weston, Ruth	Duval
29. Wright, Margaret	Volusia
30. Young, Ruby	Marion

Colored Blind Boys

1. Anderson, Lettisee	Gadsden
2. Bentley, Jake	Lake
3. Dobson, Louie	Marion
4. Fields, James	Duval
5. Figgs, Albert	Sumter
6. Fountain, Joseph	Polk
7. Hartley, Alex	Duval
8. Jenkins, Vandy	Washington
9. Kendrick, Booker T.	Palm Beach
10. Kendrick, Ernest	Palm Beach
11. Kendrick, James	Palm Beach
12. Kendrick, John C.	Palm Beach
13. King, Jesse Lee	Taylor
14. Lawrence, Joe Lee	Duval
15. Mathews, Otis	Palm Beach
16. Rozier, Freddie	Palm Beach
17. Williams, George	St. Johns
18. Wright, Vandy	Levy
19. Wilson, Jack	Gadsden

Colored Blind Girls

1. Flemming, Vermae	Marion
2. Hall, Sylvia	Duval
3. Hallie, Mamie	Walton
4. Lewis, Flora	Sumter
5. Moseley, Willie Mae	Lee
6. Randolph, Annie Mae	Leon
7. Smith, Mildred	Jefferson
8. Smith, Yvonne	Dade
9. Taylor, Mary	Brevard
10. Williams, Esther	Osceola
11. Williams, Ida Mae	Osceola

EXECUTIVE HEADS SINCE ITS FOUNDATION

Park Terrel . . .	Superintendent . . .	1885—1890
W. A. Caldwell . . .	Superintendent . . .	1890—1893
H. N. Felkel . . .	Superintendent . . .	1893—1897
Fredrick Pasco . . .	Superintendent . . .	1897—1900
W. B. Hare . . .	Superintendent . . .	1900—1906
Albert H. Walker . .	President	1906—1927
W. Laurens Walker, Jr.,	Acting President . .	Nov. 22, 1927 to July 1, 1928
Alfred L. Brown . . .	President	1928—1932
Clarence J. Settles . .	President	1932—



EDUCATION alone can conduct us
to that enjoyment which is best in
quality and infinite in quantity.

HORACE MANN.

Sup

FLORIDA STATE SCHOOL FOR THE DEAF AND THE BLIND

SAINT AUGUSTINE



ENTRANCE TO THE SCHOOL CAMPUS

PRESIDENT'S
BIENNIAL REPORT
1936-1938

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1936-38

This BIENNIAL REPORT was composed and printed in
the Printing Department of the Florida School for the
Deaf and the Blind and is a sample of the work done
there.



No reverse fortune can destroy,
what a man puts into his head—
knowledge and into his hand—skill.

ANON.

*Some
Views
of the*

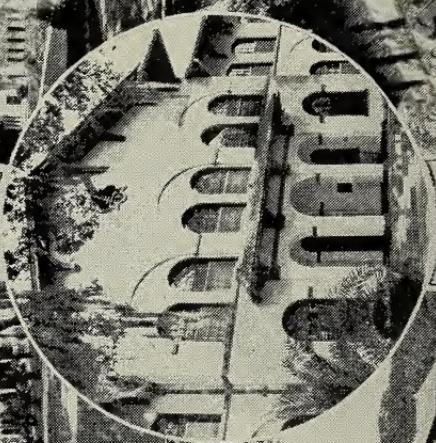
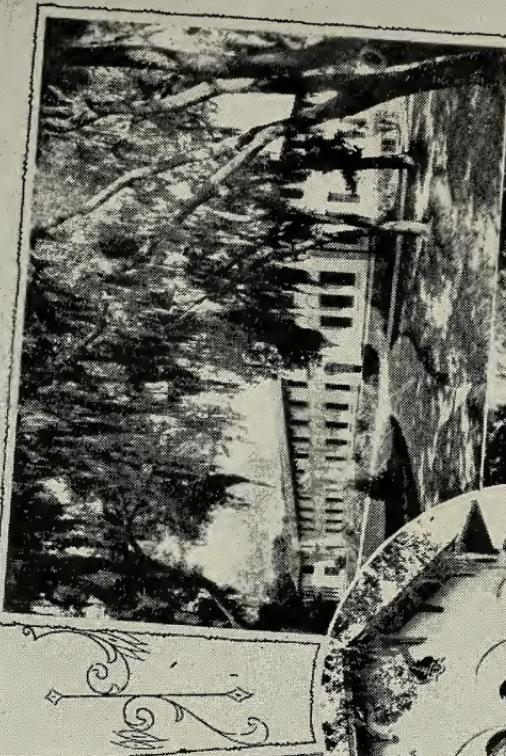


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STATE BOARD OF CONTROL

HON. R. P. TERRY, *Chairman*, Miami

HON. H. P. ADAIR, Jacksonville

HON. C. P. HELFENSTEIN, Live Oak

HON. W. M. PALMER, Ocala

HON. THOMAS W. BRYANT, Lakeland

HON. J. T. DIAMOND, *Secretary*, Tallahassee



STATE BOARD OF EDUCATION

HON. FRED P. CONE, *Chairman* Governor

HON. R. A. GRAY Secretary of State

HON. W. V. KNOTT State Treasurer

HON. CARY D. LANDIS Attorney-General

HON. COLIN ENGLISH Supt. of Public Instruction

Faculty and Officers

Session 1936-1938

EXECUTIVE DEPARTMENT

CLARENCE J. SETTLES, PH. D.	President
MISS EUGENIA HUBBARD	Secretary to President
MISS LULA DRAKOS	Office Assistant

EDUCATIONAL DEPARTMENT

Teachers of the Deaf

MRS. LUCILE M. MOORE, *Supervising Teacher*

MR. J. W. ALEXANDER, M. A.	MISS LUCILE MACKNESS, B. M.
MISS MARY BACH, B. A.	MISS MARIE P. ORR
MISS CLARICE CLAPP, B. S.	MRS. DOROTHY PARK
MISS LAURA M. FLEITZ, B. S.	MISS BESSIE PUGH
MR. LOUIS GERBER, B. A.	MISS JENNIE MAYES STROUD
MR. WILLIAM H. GROW, B. A.	MRS. VIRGINIA TART
MISS ELIZABETH HIGGINS, B. M.	MISS ALYCE THOMPSON, B. S.
MISS LULA B. HIGHSMITH, B. A.	MISS ELLA L. WARREN
MRS. LEONORA HOPKINS	MISS ELIZABETH WATROUS
MISS NADINE JEFFERY	MISS LALLA WILSON, B. A.
MISS MARY MACDONELL	MRS. WALKER R. WILLIAMS

MRS. PHYLLIS LEONARD, R. N., *Librarian and Clerk*

Teachers of the Blind

MR. H. WILSON BEATY, *Head Teacher*

MRS. WAHNEETA DAVENPORT	MISS MARIAN E. LINE, B. A.
MISS ELIZABETH DUNN, B. A.	MISS JEWELL PARRELL
MISS LUCILLE FERGUSON	MISS CHARLOTTE STILES, B. A.

DEPARTMENT OF MUSIC

MISS DAISY B. WILSON	MRS. INEZ W. KOGER, B. M.
----------------------	---------------------------

DEPARTMENT OF PHYSICAL CULTURE

MR. JOHN W. ALEXANDER, M. A.	Athletic Director
MR. LOUIS GERBER, B. A.	Ass't. Athletic Director
MR. FRED V. MAYHUE, M. A.	Blind Boys' Physical Director
MISS MARY MACDONELL	Girls' Physical Director
MISS ALYCE THOMPSON, B. S.	Ass't. Girls' Physical Director
MISS CLARICE CLAPP, B. S.	Ass't. Girls' Physical Director
MR. CARL J. HOLLAND	Deaf Boys' Military Director

DOMESTIC DEPARTMENT

MISS HELEN JONES	Matron
MISS JUANITA EDWARDS	Housekeeper
MISS ALMINA ASHTON	Ass't. Housekeeper

A. C. WALKUP, M. D.	Attending Physician
Z. L. WEBB, D. D. S.	Dentist
C. C. GRACE, M. D.	Ophthalmologist and oto-laryngologist
MISS MARIAN L. DINGLEDY, R. N.	Nurse
MR. EUGENE HOGLE, B. A.	Superintendent of Buildings
MR. F. W. BURDETT	Night Watchman

GIRLS' DORMITORY

MISS WILLIE McLANE	Large Deaf Girls' Supervisor
MRS. J. F. RODENBAUGH	Small Deaf Girls' Supervisor
MISS ANNIE WEAVER	Large Blind Girls' Supervisor
MISS CHARLOTTE STILES, B. A.	Small Blind Girls' Supervisor
MISS NANNIE CARPENTER	Small Deaf Boys' Supervisor
MISS MAUDE GREEN	Small Blind Boys' Supervisor
CARL J. HOLLAND	Large Deaf Boys' Supervisor
FRED V. MAYHUE, M. A.	Large Blind Boys' Supervisor

BLOXHAM COTTAGE

MRS. ALICE EIGLE	Housemother-Small Boys' Supervisor
MISS JANE THARIN, B. S.	Small Girls' Supervisor

WARTMANN COTTAGE

MISS MILDRED FRANK	Housemother-Small Boys' Supervisor
MISS JANICE BORTON, B. S.	Small Girls' Supervisor

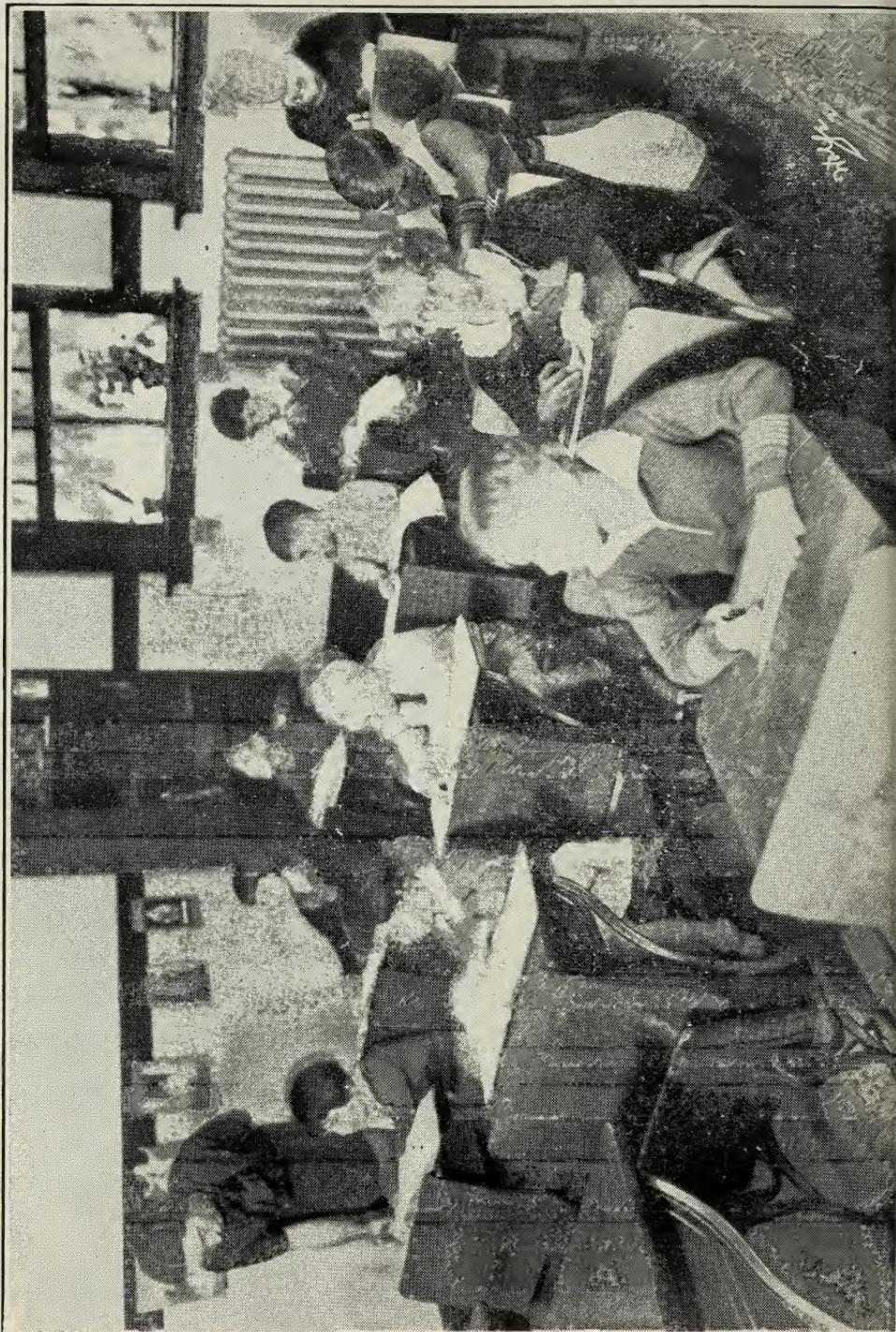
DEPARTMENT OF INDUSTRIAL TRAINING

INSTRUCTORS

JULIUS L. MYERS	Printing and Linotyping
EDMUUND F. BUMANN, B. S.	Carpentry
H. R. NOBLES	Baking
JOE MOUREY	Painting
J. B. HIDLE	Shoe Repairing
WILLIAM H. GROW, B. A.	Art
MISS WILLIE McLANE	Sewing
MRS. LILY HOGLE	Ass't. Instructor in Sewing
MISS MARIAN E. LINE, B. A.	Handwork and Typewriting
MISS HELEN JONES	Domestic Science
MISS L. M. FLEITZ, B. S.	Ass't. Instructor in Domestic Science
THOMAS GIBRS	Workshop for the Blind

DEPARTMENT FOR THE COLORED

VIRGINIA JAMES	Teacher of Deaf
INEZ B. LEGGETT	Teacher of Deaf
EUPHROSINE RYAN	Teacher of Deaf
CARY WHITE	Teacher of Deaf
WALTER REMBERT	Teacher of Blind
WASHINGTON JONES	Teacher of Blind
KATIE GREGG	Housekeeper
ROBERT WHITE	Boys' Supervisor



President's Biennial Report

ST. AUGUSTINE, FLORIDA, October 1, 1938

*To the Chairman and the Members of the Board of Control,
State of Florida.*

GENTLEMEN:

In compliance with custom and statute, I take pleasure in submitting for your consideration the BIENNIAL REPORT of the educational activities and the general affairs of the Florida State School for the Deaf and the Blind for the period beginning July 1st, 1936, and ending June 30th, 1938.

In addition to a resume of the different departments of the work as carried on in the school this report will also include our Budget request for the next biennium and a report of the 8th Biennial Convention of the Florida Association for the Deaf which was held at the school June 9th to 12th inclusive, 1938.

The educational procedures of the school were much the same as in former years. Certain changes were made in the courses of study in both the Department for the Deaf and the Department for the Blind in order to bring it up to date and include any modern discoveries in our special fields of education.

The school for the first time in its history had a nine months' term. This extra month of school was made possible by a sufficient appropriation by the last Legislature. This extra month of school is going to prove beneficial to our boys and girls and in the end will not be any extra cost to the state, for it is believed that our students will be able to complete the course one year sooner than they would under the old plan whereby we had only an eight months' term.

On the whole the work of the biennium has been satisfactory.

ENROLLMENT

In 1937 there were enrolled 344 pupils. There were 240 pupils in the Department for the Deaf, of whom 120 were girls and 120 boys. In the Department for the Blind there were 104 pupils enrolled of whom 46 were girls and 58 were boys.

ATTENDANCE BY COUNTIES

There were enrolled during the last biennium three hundred and ninety-four pupils, which represents the largest biennial registration in the history of the school. The following table shows classification of pupils and attendance by counties:

	WHITE		COLORED	
Deaf	214	Deaf	. . . . .
Blind	87	Blind	. . . . .

NUMBER OF STUDENTS BY COUNTIES

Alachua	. . . . .	6	Leon	. . . . .	9
Baker	. . . . .	1	Levy	. . . . .	3
Bay	. . . . .	2	Liberty	. . . . .	1
Bradford	. . . . .	3	Madison	. . . . .	1
Brevard	. . . . .	4	Manatee	. . . . .	5
Broward	. . . . .	2	Marion	. . . . .	9
Calhoun	. . . . .	8	Monroe	. . . . .	1
Charlotte	. . . . .	2	Nassau	. . . . .	2
Citrus	. . . . .	5	Orange	. . . . .	15
Clay	. . . . .	1	Osceola	. . . . .	5
Columbia	. . . . .	3	Palm Beach	. . . . .	17
Dade	. . . . .	48	Pasco	. . . . .	4
Dixie	. . . . .	1	Pinellas	. . . . .	3
Duval	. . . . .	42	Polk	. . . . .	13
Escambia	. . . . .	12	Putnam	. . . . .	4
Franklin	. . . . .	1	Santa Rosa	. . . . .	3
Gadsden	. . . . .	1	Seminole	. . . . .	4
Hamilton	. . . . .	2	Sarasota	. . . . .	2
Hardee	. . . . .	1	St. Johns	. . . . .	25
Hernando	. . . . .	2	St. Lucie	. . . . .	2
Highlands	. . . . .	5	Sumter	. . . . .	5
Hillsborough	. . . . .	37	Suwanee	. . . . .	7
Holmes	. . . . .	3	Taylor	. . . . .	4
Indian River	. . . . .	1	Union	. . . . .	2
Jackson	. . . . .	12	Volusia	. . . . .	14
Jefferson	. . . . .	4	Wakulla	. . . . .	1
Lake	. . . . .	7	Walton	. . . . .	6
Lee	. . . . .	6	Washington	. . . . .	3

The following table gives the causes of deafness of the pupils in school September 1937:

Abscess	12	Measles	3
Adenoids	1	Mumps	1
Birth injury	1	Nerve	1
Blood tumor	1	Otitis	1
Catarrh	1	Pneumonia	6
Congenital	38	Premature birth	2
Fall	5	Rising in head	1
Fever	3	Scarlet fever	2
Infantile paralysis	2	Spinal meningitis	9
Infected tonsils	1	Tonsils	6
Influenza	11	Unknown	120
Malaria fever	2	Whooping cough	8
Mastoid	2		

The following table gives the causes of blindness of the pupils in school September 1937:

Accident	12	Sore eyes	5
Cataracts	11	Spinal meningitis	3
Choris-retinitis	1	Flu	1
Colitis	1	Hemorrhage at birth	1
Congenital	20	Improper care at birth	1
Detached Retina	1	Tonsils	1
Measles	2	Unformed sockets	1
Ophthalmia Neonatorum	1	Unknown	34
Scarlet fever	1	Weak eyes	2
Scattered pupils	1		

INSTRUCTION

Normal children acquire a knowledge of English through hearing. Listening to constant repetition of spoken English a normal child learns to speak and when they have attained the age of six years have a wide vocabulary. When a deaf child enters school at the age of six they do not have a word of English, so the difficult task of the teacher is to give them this knowledge, the instrument which unfolds to them the field of human knowledge.

This teaching of English is a slow technical procedure requiring the services of a highly technically trained teacher for this special kind of education. The education of a deaf child requires from 12 to 14 years and at the end of that time the child has completed a course which corresponds to Junior High School work in a regular public school.

During the first four years a child is in school practically all of the English terms must be illustrated by special equipment and

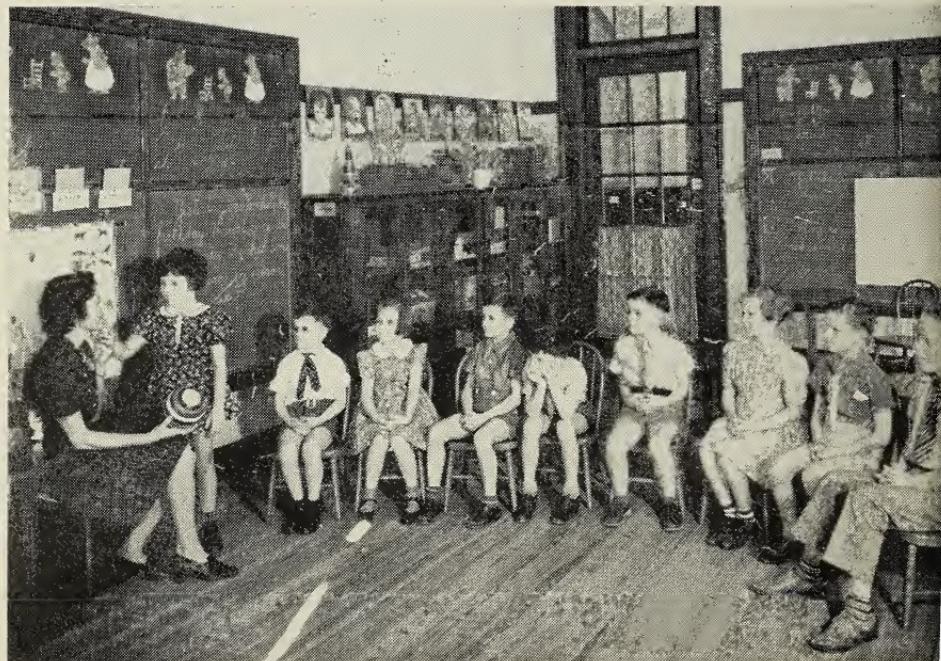
special educational methods adapted for the deaf. After deaf children have acquired sufficient English to read for themselves, they can acquire a knowledge of English much more rapidly.

In the Florida School the combined method of instruction is followed. This method includes all other methods and enables the school to adapt its educational methods to that which is best suited for the individual child. Every child is given an opportunity to read the lips and acquire speech.

If suitable progress is not made by this method, they are transferred to another class whereby most of the instruction is given by manual spelling and writing. The objective of the school is to give every child a good knowledge of English and the ability to speak and read the lips, if possible.

THE LIBRARY

The library for the deaf contains approximately 3000 volumes which covers the best of the different kinds of literature within the range of understanding of the pupils.



LEARNING TO TALK AND READ THE LIPS—Primary Deaf

Constant reading is invaluable in the matter of attaining a wide vocabulary. In no other way can deaf children increase their vocabulary. Each year a considerable number of books are added to the library. A great deal of time and thought is given to the examination and selection of proper books and literature. The latest editions in the leading encylopedias have been placed in the library.

The children have access to a wide range of magazines and the daily newspapers. Each school room is supplied with sets of books and supplementary reading which coincides with the course of study.

RHYTHMIC TRAINING

As stated elsewhere each child upon entering school has an opportunity to learn to talk and to read the lips. The development of speech in a totally deaf child is a tedious and arduous task. It requires a highly trained and specialized teacher with much patience to develop intelligible speech and the ability to read the lips.

[Continued to page 18]



RHYTHMIC TRAINING—Department for the Deaf

VOWEL SOUNDS

1

2

oo**oo****o-e****aw****-o-**

(r)u-e

(r)ew

oa

-o

²

ow

au

o(r)

ee**-i-****a-e****-e-****-a-**

-e

¹
ea

e-e

-y

ai

ay

²
ea**a(r)****-u-****ur**

-a

-ar

-re

-ir

-or

-ur

er

ir

a-e**i-e****o-e****ou****oi****u-e**

ai

ay

igh

-y

oa

-o

ow¹

-o

oy

-

ew

²

ow

CONSONANT SOUNDS

h-

wh- w-

p b- m
—p —b

t d- n l r-
—t —d

k ¹g- ng
—k —¹g
ck c

f v
ph

¹th ²th
1

s z
c { ce s
 ci
 cy

sh zh y-
ch j (x=ks) (qu=kwh)

tch —
 g-
 —ge
 dge

Rhythmic training helps very much in the development of audible speech. Through vibration the children are able to develop pitch, modulation, inflection, accent and fluency. This phase of the work is usually carried on by the aid of a piano. The primary children of the school have organized a toy orchestra. They derive a great deal of pleasure from this phase of the work and are in much demand for public entertainments.

AURICULAR TRAINING

The last five years has brought forth much information in regard to the development of residual hearing. Modern group aid instruments have been invented, by which children with a certain amount of residual hearing are able to receive instruction through their ears. By the help of these hearing aids schools have been able to preserve the naturalness of the speech of hard-of-hearing children and also to develop more natural speech in those who do not have a high degree of hearing.



THE AUDIOMETER, a machine to test hearing loss.



AURICULAR TRAINING—Primary Deaf

Practically all schools for the deaf are giving more time and attention to this new phase of the work. Recently there has been added to our equipment the Aurex by which an instructor is able to instruct a class of 12 pupils at one time. The teacher speaks into the microphone and the pupils receive instruction through individual earphones which have dials by which they may intensify or diminish the reception according to the need.

Pupils are able to learn much more rapidly through auricular instruction. The school also has on hand a 6-A Audiometer which is a recent invention of the Western Electric Company.

In addition to the Aurex the school has a Radio-ear, an air conduction hearing aid which is used in the advanced department. It also has a Sonotone, a bone conduction hearing aid which is used in the primary department. Plans are being made for the addition of one more hearing aid at an early date.

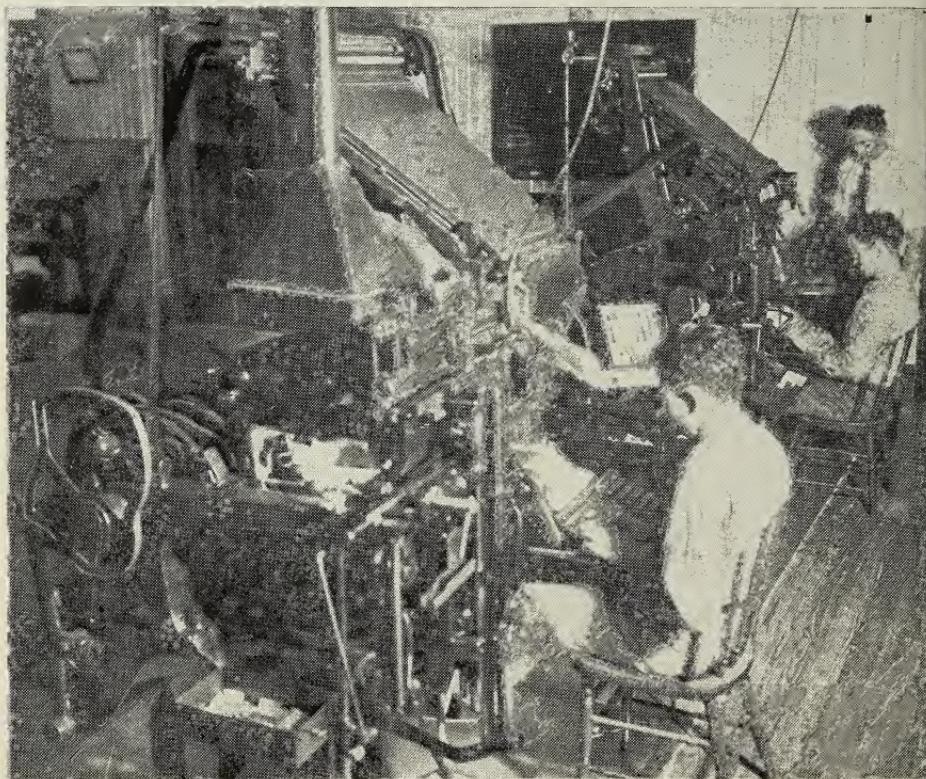
VOCATIONAL TRAINING

The majority of our students must earn their living in the vocational world. Only a few will be able to enter the professional

field. In terms of future happiness and usefulness the choice of a vocation is one of the most important a person will ever make. This brings up the question of planned training or guidance.

In planning vocations we try to make a careful study of a wide range of vocations and the possibilities of success in them by our students. In order to discover abilities and aptitudes of the students much attention is given to educational, vocational and personal guidance. A study is frequently made of the needs and opportunities in the various trades. Considerable time is given to the study of the vocations we are teaching with the possibility or opportunity of placement after the pupils leave school.

Before a student is allowed to take up the study of any vocation they are tried out in various kinds of vocational work. Pupils in the Department for the Deaf are given instruction in printing,



CLASS IN LINOTYPING—Printing Department



ART DEPARTMENT FOR THE DEAF

linotype operating, gardening, floriculture, painting, calcimining, woodworking, general carpentry work, shoe repairing, barbering, general repair work and elementary plumbing. Of course, practically all of the work carried on in our vocational department is really pre-vocational.

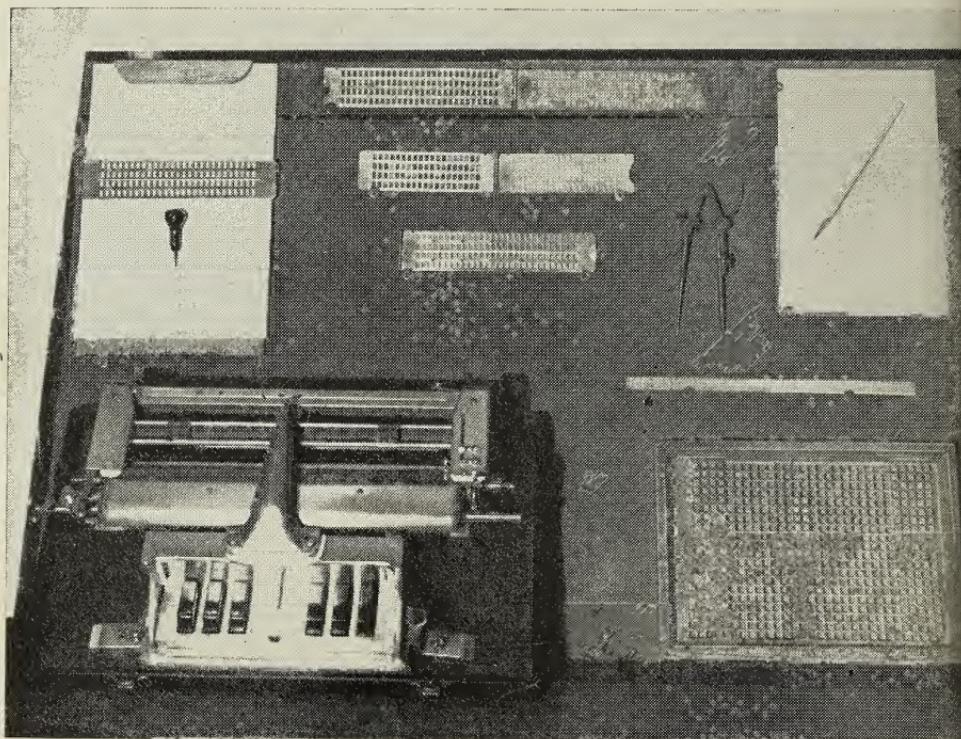
The school has received splendid cooperation from the State Department of Vocational Training in the matter of giving our students further and more intensive training after they have left school. Frequently students are placed with business concerns downtown where they get actual experience in the vocations they are learning. Often students who have made all the progress possible in the academic department are allowed to spend most of their time in the shops where they receive more intensive training. On the whole graduates and ex-students are meeting with a satisfactory degree of success.

The girls receive instruction in cooking, plain and fancy sewing, dressmaking, rug weaving, typewriting, laundry work and home making. A number have studied beauty culture and have been successful in this line of work. All students have an opportunity to receive some instruction in art.

DEPARTMENT FOR THE BLIND

The education of a blind child is not so difficult as that of a deaf child due to the fact that they do not have the language difficulties. After children in this department have learned to read braille which requires from six to twelve weeks their progress is just as rapid as that of children in the regular public schools.

The course of study covers 12 years and in so far as textbooks are obtainable in braille, the course of study corresponds to that of the public schools. In the majority of cases it is necessary to use different textbooks due to the fact that those prescribed by the State Course of Study are not obtainable in braille.



SOME OF THE APPARATUS USED BY THE BLIND

1. Braille Desk slate and stylus
2. Braille pocket slate—open
3. Braille post card slate
4. Braille pocket slate—closed
5. Dividers for geometry
6. Pencil writing tablet
7. Braille ruler
8. Braille writer
9. Arithmetic slate



BRAILLE LIBRARY FOR THE BLIND

LIBRARY FOR THE BLIND

The Library for the blind contains approximately 2500 volumes of all kinds of literature. Due to recent grants of money by Congress a large range of up-to-date literature has been made available for the blind. These books are obtainable from the Congressional Library and other libraries in different sections of the country. Also, magazines of the current event and religious nature are being put into braille. The facilities of the American Printing House for the Blind at Louisville, Kentucky have been enlarged by increased financial assistance from the Federal government.

This institution furnishes practically all the textbooks and tangible apparatus used in schools for the blind. Recently many improvements have been made in the Talking Book and also financial aid has been given by the government for the manufacture of records covering short stories, full length novels and the best in literature.



SCHOOL ORCHESTRA—Department for the Blind



CHORAL CLASSES—Department for the Blind

MUSICAL DEPARTMENT

The school has a splendidly equipped Department of Music. Instruction is given in piano, violin, voice and stringed instruments. All children possessing any musical ability are given instruction. Musical instruction is given for pleasure and with the thought that in a few cases where students possess exceptional ability along musical lines it will provide a livelihood.

The school has an orchestra which is in demand for public entertainments and also a chorus. Frequently recitals and concerts are given in the school auditorium to which the general public is invited.

The students of the music department render a Christmas cantata each year which is largely attended. The 1937 Christmas operetta was "The Magic Nutcracker." The story was the fanciful dream of a little girl on Christmas Eve about which was woven the music of Tschaikowsky's famous Nutcracker Suite. Lovely music, graceful dancing and splendid acting done by sightless pupils made it a very splendid production.

The following program was given:

THE MAGIC NUTCRACKER

by Jane Kerley

- SCENE I Miniature Overture
 - SCENE II Arab Lullaby
 - SCENE III The Candy Fairy
 - SCENE IV The Chinese Boy
 - SCENE V The Reed-Flutes
 - SCENE VI March
 - SCENE VII Waltz of the Flowers
 - SCENE VIII (same as Scene II) The Awakening
-

DAISY B. WILSON, Choral Director

MARY MACDONELL, Stage and Costume Director

LUCILE MACKNESS, Dancing

EDMUND BUMANN AND WILLIAM GROW, Scenery

LOUIS GERBER, Lighting

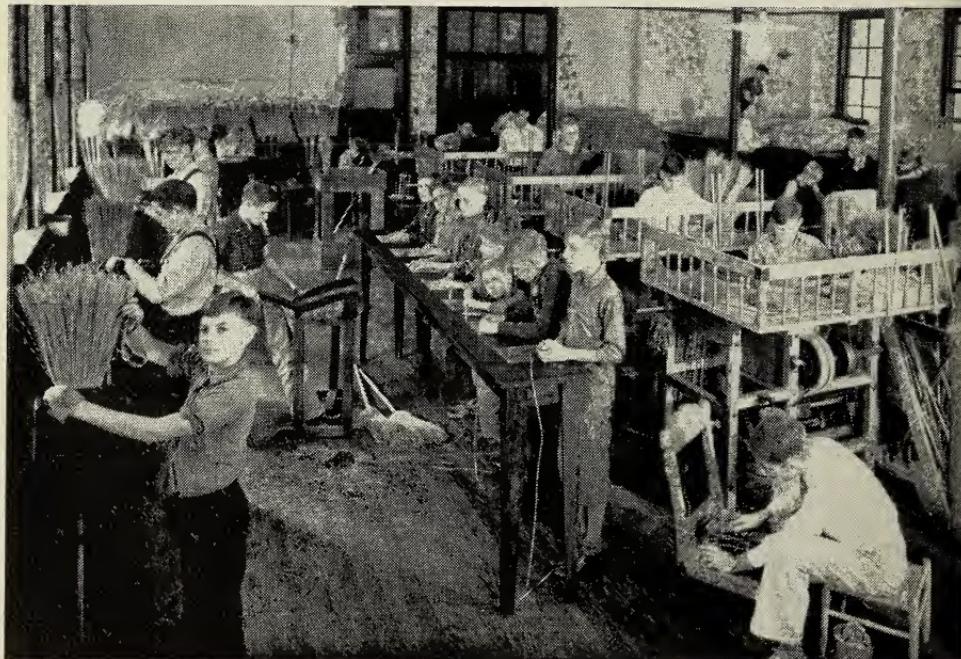
DAISY B. WILSON, Accompanist

Costumes were made by the Sewing Class of the Deaf Department under the direction of Miss Willie McLane and Mrs. Eugene Hogle, and by the Sewing Class of the Blind Department under the direction of Miss Marian Line.

VOCATIONAL TRAINING

In a changing economic world such as we have today there are occupational opportunities for our boys and girls that have not been before. Some of these are not entirely vocational and require more academic preparation than ordinary vocations. Among these are social work, tutoring young children, dictaphone operating, switchboard operating, stenographic work, massage work, professional writing and lecturing. Vocational training is given much time and stress, the same as it is in the Department for the Deaf.

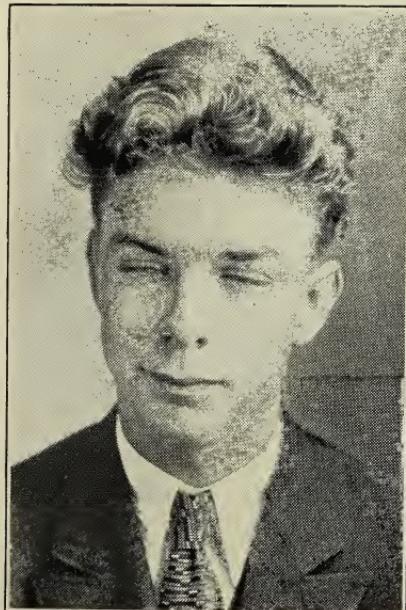
The boys are taught broom-making, mattress-making, mop-making, chair-caning, piano-tuning, brush-making and rug-weaving. The school has a well-equipped workshop for the blind under the direction of a very competent instructor who has thorough training and a wide experience. In this shop are manufactured several different kinds of brooms which are sold to the different state institutions. We also have a wide sale for our mops and the



WORKSHOP FOR THE BLIND

chair-caning department is kept busy putting new bottoms in chairs which are sent to us.

Many of our graduates and ex-pupils are employed in broom shops in different parts of the state. The girls are given instruction in basketry, rug-weaving, crocheting, sewing and housekeeping. One girl with a high degree of sight is taking the course in beauty culture and will undoubtedly meet with success in this line of work.



DONALD B. SHEAVER, '37
Department for the Blind

HEALTH

One of the most important things in a residential school where children are to be educated is a proper health program. Great care is taken to see that our students have plenty of recreation, adequate rest, nourishing food and careful supervision at all times. Due to the watchfulness and constant care of well trained and experienced matrons, supervisors and medical staff we are thankful to report that during the past biennium we have not had much illness.

In January 1938 we had an epidemic of measles. One boy developed pneumonia and gave us considerable concern for a few days. However, he quickly recovered and was soon back in school again.

All meals are prepared under the careful direction of a dietician and much thought is given to their planning, careful preparation and serving. An adequate supply of fruits and green vegetables are provided. At the beginning of the school year all



OLDER PUPILS' DINING ROOM—Walker Hall

children are given a careful physical examination and any defects are noticed and corrected. Thereafter monthly check-ups and weight records are made of each child in school. Any child who is not up to proper weight and in proper condition is put on a special diet and given extra care.

As stated above, a well planned health program directed by experienced and competent instructors helps very much in the matter of having a minimum amount of illness during the school year.

INFIRMARY

The school has a 25 bed infirmary in charge of a graduate nurse. Most of our work in the infirmary is taking care of minor illnesses. We have found out that the common cold causes more loss of time from school than any other ailment. Last year we gave a cold preventative called "Entoral" to 30 of our children who were most susceptible to colds. This preventative as nearly as we were able to estimate conservatively was beneficial in 60%



THE INFIRMARY

of the cases. The school has on its payroll a medical doctor, a dentist and an ear, eye and throat specialist. A clinic is held at the opening of the school year and notations made of whatever dental attention is needed by the children. Dental attention is given as required.

Careful records are made of the eye defects of different children and corrective measures are taken wherever sight may be benefited. Each year one or more children have returned to the public schools after proper treatment with glasses. During the past school year there were only 947 hospital days for the entire student body of approximately 350 children.

DAILY PROGRAM

Our daily program is arranged so that most of the academic work may be accomplished in the morning while the children are fresh and attentive. The vocational and physical training work is given in the afternoons. Regular classroom work is carried

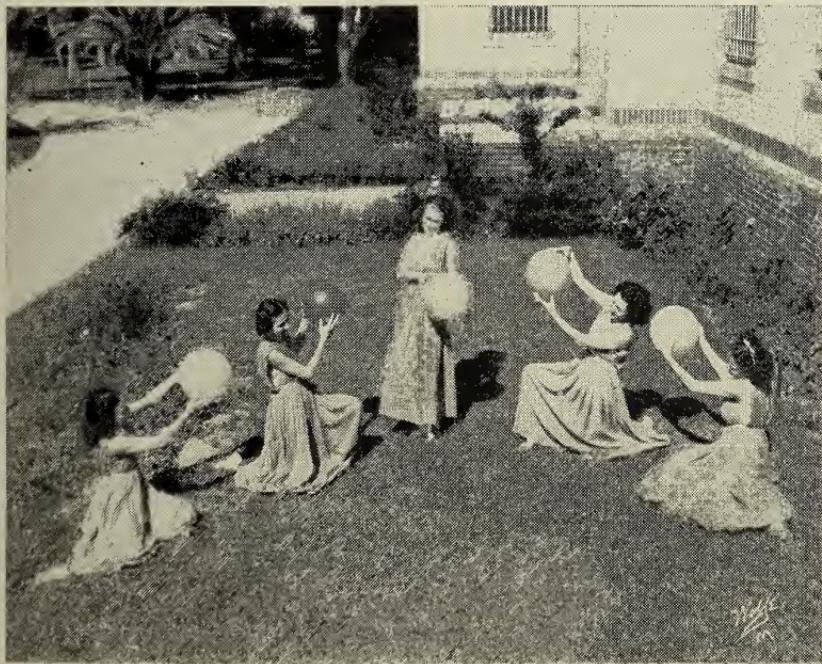


PHYSICAL TRAINING —Olympia Through the Ages

on from 8 until 1 o'clock and the vocational work and physical training exercises from 2 until 5 o'clock.

A great deal of time is given to the arrangement of the daily routine in order that the students may be kept busy, yet have plenty of time for relaxation and recreation. The vocational work is carried on from 2 until 4 o'clock. After 4 o'clock the children are kept busy with physical training and play. Vocational work ends at 11 o'clock on Saturdays.

The older children are allowed to go downtown in the afternoon to do their shopping. Younger children go downtown at frequent intervals under the supervision of their supervisors. On Sunday a non-sectarian Sunday School is conducted for all departments. A chapel service is held for the department for the deaf. The children in the department for the blind attend the downtown church of their choice. The following is a schedule of our daily program of work.



PHYSICAL TRAINING—Balloon Dance—Senior Deaf Girls

ORDER OF THE DAY

SCHOOL DAYS

Rise	6:00 a.m.
Breakfast	7:00 a.m.
School	8:00 a.m.
Recess	10:45 to 11:00 a.m.
Close of School	12:50 p.m.
Dinner	1:05 p.m.
Shops and Industries	2:00 p.m.
Close of Shops and Industries	4:00 p.m.
Recreation	4:00 to 5:00 p.m.
Supper	5:30 p.m.
Study	7:00 to 9:00 p.m.
Retire—Lights out	9:30 p.m.

SATURDAYS

Rise	6:00 a.m.
Breakfast	7:00 a.m.
Shops and Industries	8:00 a.m.
Close of Shops and Industries	11:00 a.m.
Dinner	1:05 p.m.
Supper	5:30 p.m.
Meeting of Literary Societies	6:30 p.m.
Retire—Lights out	9:30 p.m.

SUNDAYS

Rise	7:00 a.m.
Breakfast	8:00 a.m.
Sunday School	9:00 to 10:00 a.m.
Dinner	1:15 p.m.
Devotional Exercises	2:30 p.m.
Refreshments	5:00 p.m.

Meetings of Christian Endeavor Societies:

Department for the Blind	5:45 p.m.
Department for the Deaf	6:30 p.m.
Retire—Lights out	9:30 p.m.

PHYSICAL TRAINING

The school has a well organized department of physical training and every student from the youngest to the oldest has some form of exercise daily. The work of this department includes physical examinations, formal gymnastics, individual and group gymnastics, organized and unorganized games, folk and social dancing and planned talks on hygiene.

Considerable attention is given to athletics for the older boys and girls. We have a boys' basketball team and also a girls' basketball team. These teams play nearby public schools and occasionally go to nearby states to take part in basketball tournaments conducted by state schools for the deaf. Due to the immaturity of our boys we have not been able to engage in football to any great extent. However, we have a team and have a football schedule each fall. Well planned recreational facilities have been provided for the smaller children at Wartmann and Bloxham Cottages.



PHYSICAL TRAINING—A scene from the School Circus held in 1938

Each spring the school puts on an annual gymnastic exhibition which is largely attended by citizens of St. Augustine and the surrounding territory. This program is largely a resume of the physical training work that has been carried on during the school year. The 1938 gymnastic exhibition took the form of a circus and was attended by more than two thousand persons.

For this program the work of many different departments of the school is correlated. The costumes are made by the pupils of the sewing classes. The music is provided by the orchestra from the department for the blind and the staging is made by the boys from the manual training department. The following is the program of the exhibition given on April 21, 1938:

STATE SCHOOL CIRCUS
ANNUAL GYMNASTIC EXHIBITION

Classes in Physical Education

April 21, 1938

1. PARADE
2. MONKEYSHINES—Primary Deaf Children
3. LIVING STATUES—Deaf Girls and Boys
 - (a) Flower Market in Athens
 - (b) Grecian Dancing Girls
 - (c) Pan and the Dryads
 - (d) The Danaids
 - (e) The Olympic Games
 - (f) The Fountain
4. CLOWN DANCE—Junior Deaf Girls
5. BULLFIGHT—Deaf and Blind Boys
6. ACROBATICS—Senior Deaf Girls
7. BARN DANCE—Blind Girls and Boys
8. BALANCING STUNTS—Sherwood Hicks
9. TUMBLING—Deaf Boys
10. TRAINED ANIMALS
 - (a) Dancing Horses—Blind Girls
 - (b) Educated Bear—Deaf Girls
 - (c) Lions and Tigers—Deaf Girls and Boys
11. TIGHT ROPE WALKERS—Deaf Girls
12. PYRAMIDS—Blind Boys
13. RIFLE EXERCISES—Deaf Boys

CLOWNS—J. L. Myers, Ray Railsback, Lee Cooper, Elwood O'Brien, Sawley Helms and Jimmie Davis

PHYSICAL CULTURE DEPARTMENT

JOHN W. ALEXANDER, Athletic Director

LOUIS GERBER, Asst. Athletic Director

MRS. MARY GUY, Girls' Physical Director

MISS ALYCE THOMPSON, Asst. Girls' Physical Director

CARL J. HOLLAND, Deaf Boys' Military Director

MISS LUCILE MACKNESS, Dancing Instructor

MISS CLARICE CLAPP, Asst. Girls' Physical Director

MISS WILLIE McLANE and MRS. LILY HOGLE, Costumes

MR. WILLIAM GROW, Art

MR. EDMUND BUMANN, Scenery

MR. JOE MOUREY, Painting

MR. EUGENE HOGLE, Lighting

MR. J. L. MYERS, Printing

—o—

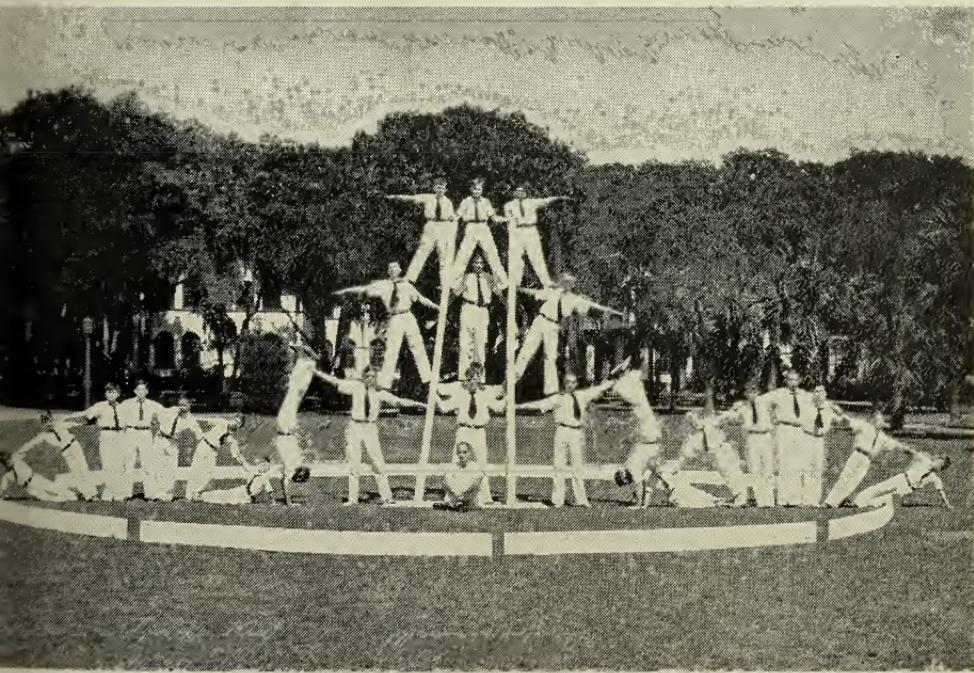
Music by State School Orchestra and Chorus

MRS. INEZ KOGER, Piano

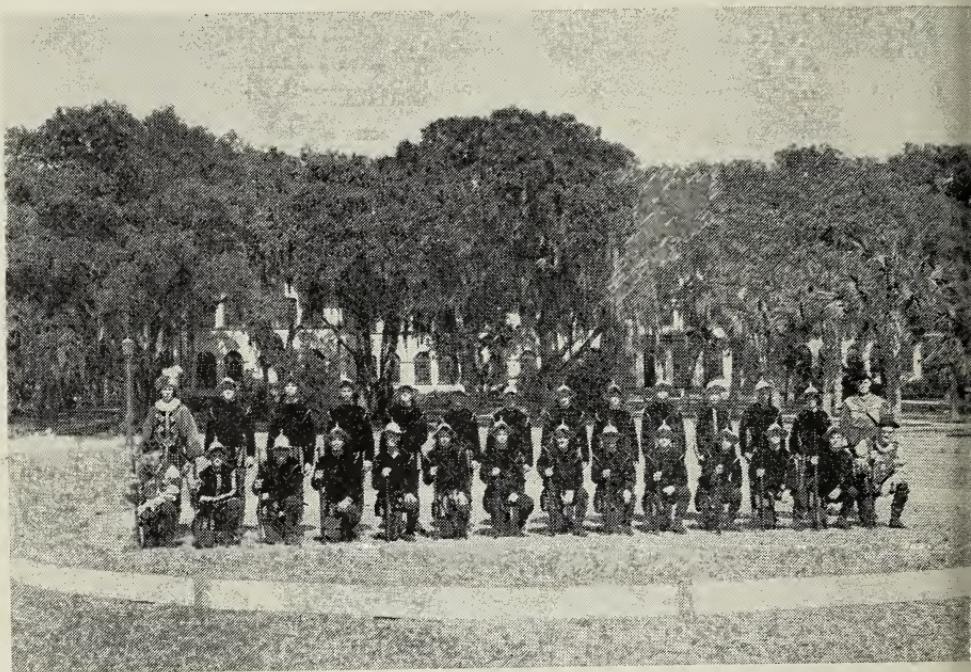
MISS DAISY WILSON, Chorus

MR. LOUIS GERBER, Violin

MR. FRED V. MAYHUE, Wind Instruments



PHYSICAL TRAINING—Department for the Blind



MILITARY TRAINING—Spanish Troupe

MILITARY TRAINING

Military training is carried on with a group of older boys in a small way. This phase of our work we have found out is very helpful in developing proper carriage, the development of good personality traits, initiative, alertness and helps out somewhat in the matter of having better discipline.

Boys in this department are much in demand for special parades and entertainments. They had a prominent part in the dedication of Old Fort Matanzas and also in the Restoration Program which was given in the City of St. Augustine.

FARM AND DAIRY

The school farm located at Casa Cola about five miles north of St. Augustine is proving helpful in a number of ways. It is impossible to carry on a proper health program in a school of this kind without plenty of good milk. As a matter of fact, each child should have a quart of milk per day. We have had practically this amount for each child during the past biennium. During the past year the dairy supplied the school with 22,167 gallons of milk.

The dairy herd now consists of 73 herd of stock. Practically all of them are registered Jerseys. The herd is Federally accredited as being free from T. B. and Bang's disease. Approximately one third of the stock on hand is 18 months' old heifers which have been bred and developed on our own farm. In 1937 the school became a member of the Volusia County Dairy Improvement Association and careful records have been kept so that we know exactly what each cow is doing in the matter of production. With these records at hand and an increasing supply of young stock on hand for replacement purposes we are ready to start culling the herd with an idea of retaining only those cows who have the average or above the average production records.

In 1937 a 100 ton glazed tile silo was erected at the farm and filled with cane ensilage which was grown on land cleared as a W. P. A. project. Considerable other land which was cleared has been planted to clover, and other grasses especially adapted for this section. We have received much favorable comment on one of the pastures that has been developed.



POULTRY PLANT



HANDWORK AND SEWING—Department for the Deaf



DOMESTIC SCIENCE—Department for the Deaf

The school also has a poultry plant at the farm and it is our plan to keep on hand about 600 laying hens. We believe the white Leghorns are the best stock for laying purposes. During the past year the poultry plant from the farm furnished the school 6,123 dozen eggs.

The school farm has furnished a considerable supply of vegetables for the school. However, due to the drought in this vicinity the last school year practically no vegetables were grown. There is a great need for more land for pasture and farm purposes and provision should be made for the clearing of more land at a very early date. There are also certain improvements which must be made at the farm. Two small buildings should be erected for the protection of herd animals and dairy stock during the cold, rainy months in the winter season.

Provisions have been made to extend the power line to the farm. At the present time light is furnished by a Kohler plant. After power has been obtained it is planned to put in equipment to grind the feed for our dairy herd by which plan we should be able to cut our feed expenses considerably. There will also be a need for certain refrigeration in order that our milk may be taken care of in a more sanitary and up-to-date manner.

A road has been extended from the St. Augustine-Jacksonville highway into the farm. This was done as a W.P.A. project. This road should be re-graded and paved with some suitable material in order that the trucks may get in and out of the farm during the rainy weather.

The school also has a herd of hogs which are largely fed by garbage from the main plant. This project furnishes a considerable amount of pork for the school during the winter months. The different farm activities have helped considerably in the matter of having a properly balanced diet for our student body and should be more helpful as it is further developed.

REPAIRS AND IMPROVEMENTS

During the summer of 1937 the bathrooms in Wartmann Cottage which houses our primary children were completely rebuilt and equipped. Shower baths were added and both baths



were finished in tile. The same improvement has been planned for Bloxham Cottage, a dormitory that also houses the primary children.

In addition to the regular repair program such as calcimining, re-decorating and painting a large amount of plumbing has been replaced. Since the City of St. Augustine has installed a soft water plant our plumbing requirements have not been nearly so large. Two additional classrooms have been added for the department for the deaf. These take care of the typewriting and art departments. A new roof has been placed on the Industrial Workshop for the Blind. A small building known as the Armory has been re-modeled completely and the interior re-arranged. A large number of lighting fixtures have been replaced in the classrooms which makes reading and studying much easier on the eyes of the students.

The buildings at the farm were painted during the biennium. Much of the painting and re-decorating is done by the boys in the paint department during the school year as a part of their vocational training. During the biennium a large amount of shrubbery was placed about the different buildings which adds to the beauty of the campus very much.

The roofs of the older buildings are rapidly deteriorating and in the near future will require considerable repair.

GRADUATES

In 1937 there was one graduate, Donald B. Shaeffer of Sanford, from the Department for the Blind. In 1938 there were ten graduates, eight from the Department for the Deaf and two from the Department for the Blind. The graduates from the Department for the Deaf were: Annette Long, Tallahassee; Frances Todd, Tampa; Lorraine Wertheim, Tampa; Mabel Jo Johnson, Jacksonville; Leander Moore, Jacksonville; Leroy Cooper, Tampa; Mitchell Kalal, Lakeland; Robert Edwards, Callahan; and the two graduates from the Department for the Blind were Kathryn Reardon, Ocala and Bernita Gilberstadt, Canal Point.

PUPILS IN INSTITUTIONS OF HIGHER LEARNING

The Legislature provides a scholarship fund of \$1,000 each year for pupils who are successful in passing college entrance examinations and wish to attend institutions of higher learning. At the present time two students from the department for the deaf are enrolled at Gallaudet College, the national college for the deaf, located in Washington, D. C. They are Albert Reeves of Millview and Leander Moore of Jacksonville. Robert Barnett and Doris Hodges of Jacksonville who graduated from the department for the blind in 1936 are enrolled at Stetson University. Ernest Shaheen graduated from our department for the blind and later from the University of Florida and is taking advanced work in music at the Boston Conservatory.

More of our pupils are becoming interested in higher education and desire to take up some kind of a profession, therefore, it is my opinion that it will be a wise thing to make more money available for scholarships.

PROFESSIONAL IMPROVEMENT

A large number of teachers have given evidence of increased interest in professional improvement by attending conventions, summer schools and conferences. In June 1937 the President attended the Biennial Convention of American Instructors for the Deaf which was held at Columbia University in New York. This convention was also attended by the following faculty members: Mr. J. W. Alexander, Mr. Louis Gerber, Miss Elizabeth Higgins, Miss Lula Belle Highsmith, Mr. Julius Myers, Mr. Edmund Bumana and Miss Lucile Mackness.

In June 1938 the President attended the Biennial Convention of the American Instructors of the Blind held in Lansing, Michigan. This meeting was also attended by Miss Marian Line and Mr. Fred V. Mayhue.

The President also attended the annual meeting of the Board of Directors of the American Printing House for the Blind held in Louisville, Kentucky at which meeting it was decided that the American Printing House should take steps towards the matter of providing clear type books for that class of children who possess

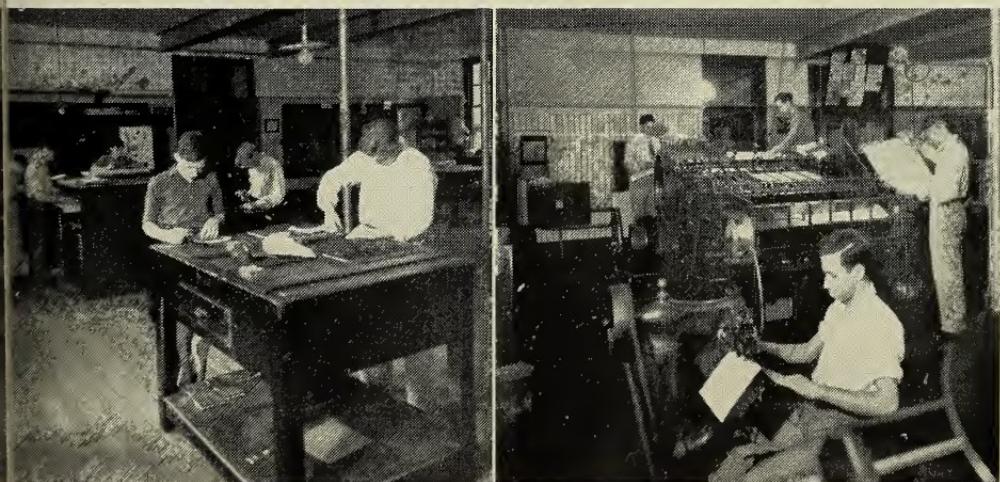
too much sight to read braille, yet their sight is too defective for the ordinary ink print.

The meeting of the American Association to Promote the Teaching of Speech to the Deaf held at Wayne University at Detroit was attended by Dr. C. J. Settles, President; Mrs. Lucile M. Moore and Mrs. Walker R. Williams. At this meeting a great deal of stress was laid on the necessity of better facilities for the development of residual hearing and provision for instruction through the ear. The manufacturers of a large number of group hearing aids demonstrated their instruments at this meeting.

Every faculty member belongs to the national association covering their special field of work. The school has a 100% membership in the American Association to Promote the Teaching of Speech to the Deaf, the Association of the American Instructors of the Deaf, the American Instructors of the Blind and the Florida Education Association.

STUDENT ACTIVITIES AND SOCIAL LIFE

In order to obtain the best results and maximum efficiency in a residential school it is necessary to have a well regulated daily routine. However, plenty of time is provided for social life and recreation.



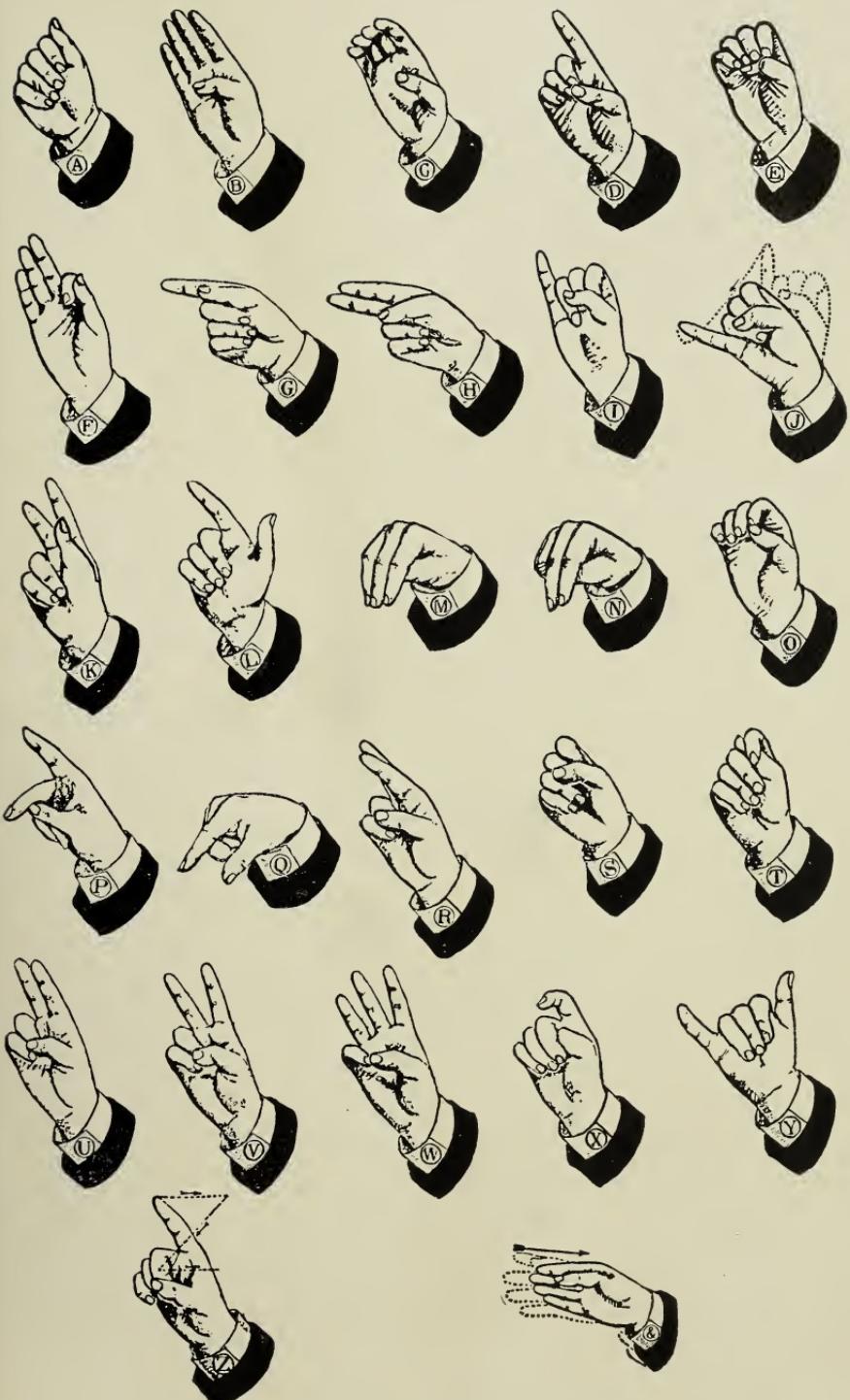
CLASSES IN COMPOSING AND PRESS WORK

Monthly parties are provided to which all the children are invited and take part. Frequently the older children have dances which are attended and chaperoned by members of the faculty. Every two weeks motion pictures are shown in the school auditorium. Frequent trips are made to places of interest near St. Augustine. In each department there is a well organized Christian Endeavor and Literary Society. The programs are arranged and given by the students under the direction of faculty advisors.

Each spring the older boys are taken to camp Win-Co-Ma near Starke for a three day camp. The older girls are also taken on a week-end camping trip. Instructors accompany the students on these camp excursions. In the spring a number of picnics are arranged for the different groups of children. A great deal of effort is made in carrying on the work of the different student organizations to give the children the opportunity to develop initiative and leadership.



THE SCHOOL LIBRARY



MANUAL ALPHABET—Used by the Deaf

BRAILLE ALPHABET

a b c d e f g h i j

k l m n o p q r s t

I a m a

c o - w o r k e r w i t h

H e l e n K e l l e r

USED BY THE BLIND

GENERAL INFORMATION

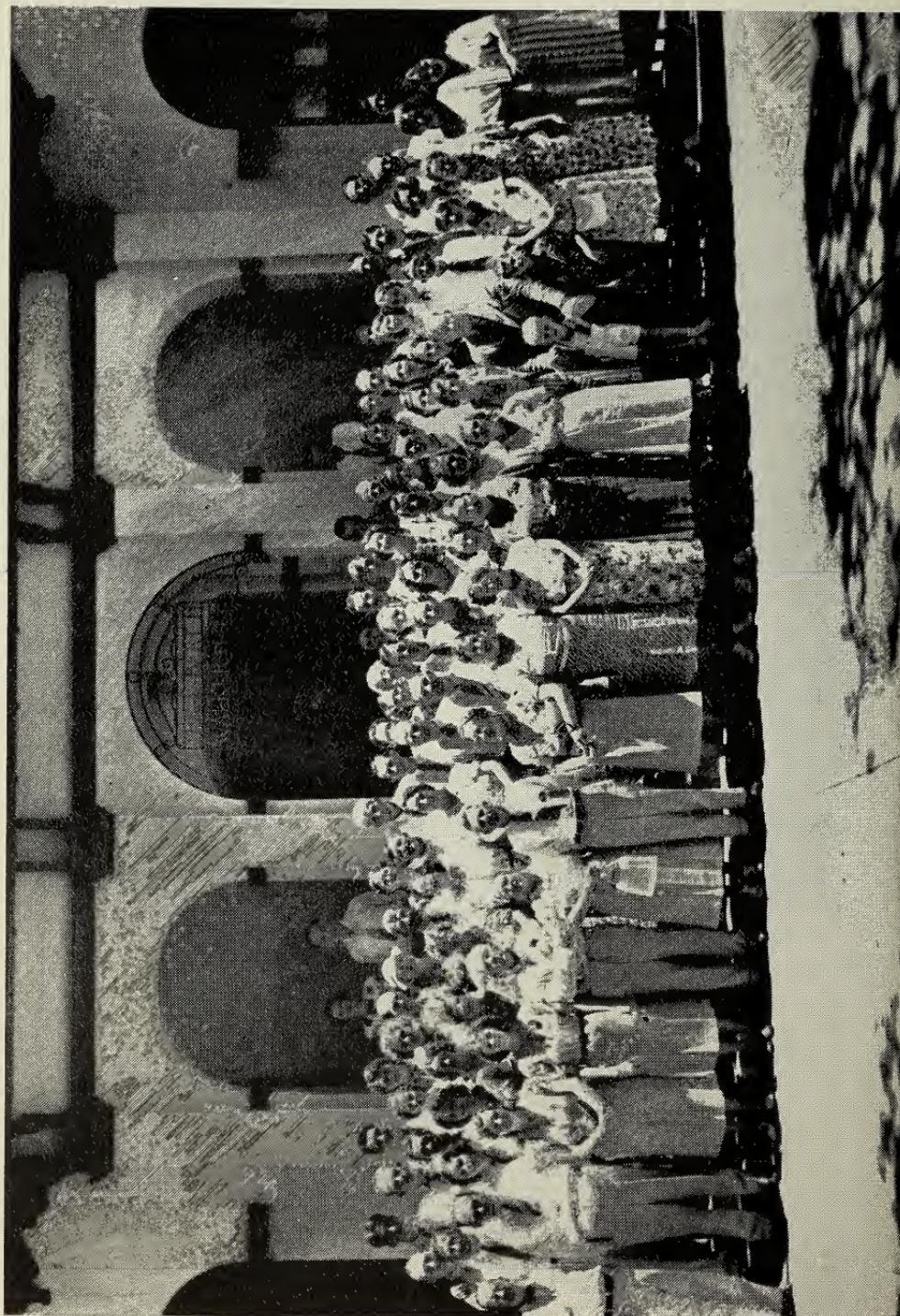
The Florida School for the Deaf and the Blind is a state supported educational institution for the education of all children whose parents or guardians are citizens of the State and whose hearing or sight is so defective that they cannot be properly educated in the public schools.

Board, tuition and medical attention for temporary illness are furnished by the State. As stated above, the work of the school is entirely educational and in no way charitable or custodial. Students must be of sound mind and capable of making satisfactory progress. Students must be between the ages of 6 and 21 years. Students who do not have the mental capacity to receive an education or make satisfactory improvement in either the academic or vocational department will not be received or retained.

Pupils are received for admission upon an application blank submitted by parents, guardians or friends which must be signed by a physician. Each student must also before being accepted present a certificate signed by the Board of County Commissioners of the county of which they are residents which indicates that they are entitled to admission and education in this school. After a child is admitted the first time the school furnishes the transportation for its students to and from school.

The 1937-38 school year was for a nine months' term. School usually opens early in September and closes early in June. The course of study is similar to that of the regular public schools. However, methods especially adapted for the education of the deaf and the blind must be used and only teachers are employed who are especially trained for the work of educating a deaf or blind child.

The objective of the school is to prepare its students for a place in the world or for college. In addition to an academic education the school has well equipped shops in which its students may learn a vocation. This work, however, is pre-vocational. Former graduates and pupils are meeting with success in many different vocations and are rendering a useful service to their communities.



EIGHTH BIENNIAL CONVENTION OF THE FLORIDA ASSOCIATION FOR THE DEAF

PART II

The Eighth Biennial Convention of the Florida Association for the Deaf was held at the school June 9th to the 12th inclusive. The Convention was attended by almost 140 former graduates, students and friends. The meetings were presided over by R. H. Rou of Miami, President of the Florida Association of the Deaf and a graduate of the school (1913) who is employed as a linotype operator on the Miami Herald.

The distinguished guests of honor were O. W. Underhill of Morganton, North Carolina, founder of the Florida Association of the Deaf in 1917 and a teacher in the school for several years. He is widely known as a friend of the deaf and was one of the Convention's principal speakers delivering an address on Saturday morning on "The Purpose of the F. A. D."

The other two honor guests were Miss Willie McLane who has been housemother of the older deaf girls for 38 years, and A. W. Pope, past president of the F. A. D. and one of the first graduates of the Florida State School for the Deaf and the Blind. Mr. Pope is a long time employee of the Record Company having been affiliated with that organization for 30 years in the capacity of linotype machinist-operator.

Among the older graduates here for the reunion were Mrs. Gholdstone of Atlanta, Georgia and Mrs. I. O. Davis of Benton, Arkansas, class of 1907; and A. W. Pope of St. Augustine, class of 1898. Mr. and Mrs. R. E. Kelly of Gainesville and Mrs. Lorena Howard of Miami, former students were also present. These six former students attended this school when it was located in the old wooden buildings on the south side of the campus.

The program was opened on Friday morning, June 10th with the invocation by Reverend Robert C. Fletcher of Birmingham, Alabama, representative of the Episcopal Church to the deaf of the South. Addresses of welcome were given by Mayor Walter B. Fraser, Charles W. Isaacs, Jr., President of the local Chamber of Commerce and Dr. C. J. Settles, President of the School and also representing the State Board of Control.

After the addresses of welcome the morning session was devoted to the hearing of reports of the President, Secretary, Treasurer and communications, announcements and appointments of committees. Just prior to adjournment "America" was beautifully rendered in signs by Miss Bessie Henderson, a graduate of the school. The afternoon was devoted to an outing at the beach which included a picnic, swimming and other amusements. At the evening session motion pictures showing certain parts from the annual gymnastic exhibition of the school and different phases of extension work in agriculture and home economics were shown by Mr. O. W. Underhill of North Carolina.

Saturday morning, June 11th, addresses were given by Dr. C. J. Settles, President of the State School for the Deaf and the Blind and Mr. Claude M. Andrews, Director of Vocational Education for the State of Florida and Mr. O. W. Underhill of Morganton, North Carolina.

Dr. Settles chose for his subject, "Educational Preparation for a Changing World," emphasizing that this is a time of change and uncertainty and that there is no phase of government or of education that has not undergone a radical change during the last twenty years.

DISCUSSES FEDERAL AID

During his address, Dr. Settles pointed out that practically all schools recently have received help from the government under PWA and WPA grants which have made more adequate buildings possible. In this connection, he emphasized that "the government in making better plans for the education of the deaf has done so under five headings." He listed these as being (1) early discovery and diagnosis; (2) curative and remedial treatment; (3) social contacts; (4) education and (5) employment. Of the latter point, he declared: "Placements is the supreme test of any program working for the social and economic adjustment of any group of people. This is best done through a field worker for the school in which the student is trained. This same field worker should also serve as a follow-up officer until the student becomes adjusted to his employer and his work. Several states have been able to provide such an officer and Florida should look forward to the time when it, too, has a field officer."

"The fact that in every section of the country in almost every line of human endeavor we find the deaf making a success and leading happy lives," Dr. Settles concluded, "is the best evidence that the specially provided schools have fulfilled the purpose for which they were founded."

A fine tribute was paid by the speaker to Thomas Hopkins Gallaudet, founder of the education of the deaf in America, an education only about 120 years old today.

VOCATIONAL TRAINING

In his address, Claude M. Andrews discussed "Vocational Training," paying particular attention to agriculture, home economics and instruction in trades, such as printing, linotype, and beauty culture courses for the girls. Mr. Andrews' activities in behalf of the deaf along vocational rehabilitation lines were heartily endorsed by the convention.

UNDERHILL SPEAKS

"The Purpose of the F. A. D." was discussed in interesting fashion by O. W. Underhill, former member of the faculty of the State School for the Deaf and the Blind and one of the founders of the Florida Association of the Deaf. Mr. Underhill expressed gratitude over the steady growth of the association from an organization with a membership of only 31 to well over 100 today. He laid particular emphasis on the purpose of the association, as being for the advancement of their own lot and making better the chance of deaf children to adjust themselves for citizenship.

SIGHT-SEEING TOUR

Following adjournment of the business session and the serving of dinner, the conventionites enjoyed an extensive sight-seeing tour of the city's historical points of interest. On their itinerary was a visit to the farm maintained by the Florida State School for the Deaf and the Blind located at Casa Cola, a project in which many expressed considerable interest.

The Eighth Biennial Convention of the Association closed with a religious service conducted in the school auditorium on Sunday morning at 9:30 with Reverend Frank E. Philpott of St.

Cloud, Superintendent of the St. Cloud Mission for the Deaf officiating.

The first reunion of the Association was held at the school in 1917 with 34 in attendance. The attendance of the 1938 Convention was 140. Miami was selected for the next meeting which will be held in 1940. Officers elected at the closing session for the next biennium were as follows: Carl J. Holland of Daytona Beach, President; Miss Lalla Wilson of Blountstown, First Vice President; Mr. Edward Clemons of Orlando, Second Vice President; Mr. Julius L. Myers of Tarpon Springs, (re-elected) Secretary and Mr. Charles McNeilly of Miami, Treasurer. All of the officers are graduates of the Florida School.

The social activities of the Convention were brought to a close by a banquet and dance in the main dining room of the school on Saturday evening. During the banquet tribute was paid to the Convention's three guests of honor, O. W. Underhill of Morganston, North Carolina, founder of the Florida Association of the Deaf; Miss Willie McLane, housemother of the deaf girls at the school here for 38 years; and A. W. Pope of St. Augustine who graduated in 1898 from this school. Each received a handsome gift.

APPROPRIATION REQUEST FOR 1939-1941

PART III

	1st. Year	2nd. Year
Salaries	\$ 87,755.00	\$ 87,755.00
Necessary and Regular Expenses	\$110,516.50	\$110,516.50
GRAND TOTAL	\$396,543.00	

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

SUMMARY OF PROPOSED BUDGET

FOR 1939-1940

<i>Department</i>	<i>Salaries</i>	<i>Necessary and Regular Expenses</i>	<i>Total</i>
Administration	\$ 5,740.00	\$ 3,191.00	\$ 8,931.00
Maintenance and Operation of Plant	3,915.00	38,631.50	42,546.50
School for the Deaf	47,668.00	5,647.50	53,315.50
School for the Blind	14,787.00	5,707.50	20,494.50
Dormitories	9,380.00	3,970.00	13,350.00
Dining Halls	2,935.00	35,345.00	38,280.00
Laundry		2,230.00	2,230.00
Hospital	3,330.00	1,313.00	4,643.00
Recreation		750.00	750.00
Dairy		8,126.00	8,126.00
Poultry		2,075.00	2,075.00
Produce Farm		2,830.00	2,830.00
Hogs		700.00	700.00
 Totals	\$ 87,755.00	\$110,516.50	\$198,271.50

PERMANENT IMPROVEMENTS

<i>Description</i>		
	1 Year	2 Years
Rewiring Walker Hall	\$ 1,000.00	
Repairs to Roofs	2,500.00	
Repairs to Roads on Campus and New Road to Farm and south of Campus	10,000.00	
Garage and Maintenance Building	6,000.00	
New Central Heating Plant, new underground steam lines and repairs	39,858.12	
Complete New Plant for the Colored at Casa Cola	300,000.00	
 Total	\$359,358.12	



SHOE-REPAIRING—Department for the Deaf



WOODWORKING—Department for the Deaf

The Florida School for the Deaf and the Blind during the 1937-38 school year operated for a nine months' term, the first time in its history. This extra month of school was made possible by action of the last Legislature.

The extra month of school has been a very fine thing for our children and in the end we feel it will not cost the State any more money for the education of a deaf or blind child for they should be able to complete the course of study one year sooner than they would have when we had an eight months' term.

SALARIES

Under the heading of Salaries we are requesting \$87,755.00. Teachers for the work of educating deaf or blind children must have all the training required for a teacher in the public schools, then one or two years of special training for the education of the deaf or the blind. Unless provisions are made to give slight increases to members of the staff who are well prepared and have had experience we are going to lose some of them to northern schools. This cannot afford to do if we expect to maintain the high standard of efficiency which we have attained.

MAINTENANCE

Under the heading of Maintenance we are requesting total of \$110,516.50. Several of our buildings have been erected many years and it is absolutely imperative that they have much repair work done. Much of the machinery in the vocational department is antiquated and out of date. If we expect to send our boys and girls out to use modern machinery which they will find in well equipped shops of today, we must have more modern machinery. Also we should provide a few additional trades.

SCHOLARSHIPS

We are asking for an increase for Scholarships. Heretofore the Legislature has appropriated \$1,000.00 per year which has been prorated three scholarships of \$200.00 each for the deaf and two scholarships of 200.00 each for the blind. More of our graduates are entering institutions of higher learning and it is only fair that provision be made to help these deserving boys and girls who have in a large measure overcome the handicap of blind-

ness or deafness and cannot possibly attend institutions of higher learning unless the generosity of the State provides the means. I recommend that \$1,400.00 per year be made available for scholarships.

EQUIPMENT

Under the heading of Maintenance I spoke of the necessity of having better equipment for our vocational department. It is necessary to have considerable new equipment for our household department. While we replaced some of our electrical refrigeration this biennium, it is going to be necessary to put in new equipment of this kind at the cottages and the colored school. The refrigerating equipment there is obsolete and liable to break down anytime.

In our educational department we must have modern group hearing aids for the development of residual hearing in our deaf children. More equipment of a scientific nature is needed in the department for the blind. The next biennium we would like to buy new talking books, more dissected maps and dissected material for teaching physiology. At the Farm new machinery is needed to grind feed for our dairy herd, also, to grind cane for the silo and perhaps refrigeration in order to keep our milk in a good sanitary condition.

IMPROVEMENT AND BUILDING REPAIRS

A considerable sum of money has been requested under the heading of Maintenance for plumbing needs, roof repairs, paints, varnishes and copper gutters. A large amount of this kind of work was done the past year but much remains to be done. New lavatories must be put in the school building, while it is absolutely almost imperative that new bathing facilities be provided at the colored school.

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PERMANENT IMPROVEMENTS

NEW CENTRAL HEATING PLANT

We are again requesting the sum of \$39,858.12 for a new central heating plant. The present heating plant consists of one high pressure boiler for hot water and four small Kewanee type

sectional boilers for heating purposes. The plant has grown until at the present time our heating facilities are entirely inadequate. Every year it is necessary to spend considerable money for replacements and even then we are unable to heat our girls' dormitory as it should be and we are having a lot of difficulty keeping our blind girls comfortable. A complete new plant is an imperative need.

NEW PLANT FOR THE DEPARTMENT FOR THE COLORED

The Department for the Colored Deaf and Blind is badly crowded. It is located on the south side of the campus at no great distance from the department for the white children. The proper place for this school is probably on the school farm at Casa Cola, about five miles north of St. Augustine. If this school should be moved to Casa Cola, it is conservatively estimated that it will require at least \$300,000.00 for a complete new plant. This amount of money should build a girls' dormitory, a boys' dormitory, administration and school building, and a water, heating and sewerage system.

As stated above, this department has grown so rapidly that our present housing facilities are entirely inadequate to give our colored blind and deaf children what they are entitled to in an educational way. Additional room for this school is an imperative need and absolutely necessary.

NEW ROADS

The south road into the campus which is made of cement is breaking up very rapidly and should by all means be repaired at an early date. The road to the south entrance of the campus has never been surfaced. The road to the farm at Casa Cola in rainy weather is almost impassable. This road was put in as a W.P.A. project two years ago and has now settled sufficiently to be surfaced.

CONCLUSION

The function of the school is not only to give our boys and girls a good academic education but a pre-vocational knowledge by which they may go out into the world, earn their way and fill a useful place in their respective communities. Graduates and former students are following many different vocations with



HAND WORK AND SEWING FOR THE BLIND

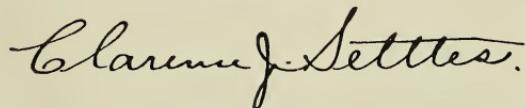


BEAUTY CULTURE—Department for the Deaf

success. Some of our more talented graduates have graduated from institutions of higher learning.

In conclusion, I desire to express my appreciation to the Board of Control for their many helpful suggestions and advice in administering the affairs of the school. I also desire to express my appreciation to the Governor and the State Board of Education for their interest in the problems and welfare of the school. The splendid cooperation, faithful service of the teachers and employees of the school is fully appreciated.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Clarence J. Settles".

President

**FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
FINANCIAL STATEMENT**

1936-1937

Receipts:

Legislature Appropriation for Necessary and Regular Expenses for 1936-1937	\$ 75,115.00
Balance from 1935-1936 Appropriation	384.51
	<hr/>
	\$ 75,499.51

Disbursements:

Provisions	\$ 21,399.79
Agriculture and Forage Supplies	518.97
Light and Power (including supplies)	3,678.02
Laundry	2,205.98
Gas	101.34
Drugs	333.81
Liquid Fuels and Lubricants (cars, trucks, tractors, etc.)	1,089.36
Coal and Heating Plant Supplies including freight)	4,081.51
Telephone	56.10
Water Rent	675.00
Janitor and Cleaning Supplies	397.90
Printing and Advertising	574.76
Equipment	6,257.41
Educational Supplies	2,822.54
Campus Expenses	558.26
Scholarships	1,000.00
Traveling Expenses (Pupils' Transportation)	1,601.43
Office Supplies	170.44
Insurance	3.10
Dental and Surgical Supplies	122.37
Plumbing Supplies	2,725.92
Improvements and Building Repairs	4,238.10
Incidental Expenses	6,727.19
Employees' Pay Roll	14,159.02
	\$ 75,498.32
Balance	<hr/> <hr/> \$ 1.19
Appropriated for Salaries for 1936-1937	\$ 77,525.00
Balance from 1935-1936 Appropriation	1,985.10
	<hr/>
Disbursed for Salaries for 1936-1937	\$ 79,510.10
	<hr/>
	\$ 79,509.74
	<hr/>
	\$.36

PERMANENT BUILDING FUND

Amount brought forward July 1, 1936	\$ 1,999.04
Received to June 30, 1937	1,018.03
	<hr/>
Balance	\$ 3,017.07
No disbursements:	

INCIDENTAL FUND

Amount brought forward July 1, 1936	\$ 9,699.11
No receipts:	
Disbursed during the year 1936-1937	3,459.35
Balance	\$ 6,239.76

BOARD OF CONTROL ACCOUNT

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

Amount brought forward July 1, 1936	\$ 5,666.58
Received to June 30, 1937	12,750.10
	\$ 18,416.68
Disbursed during the year 1936-1937	15,123.98
Balance	\$ 3,292.70

FINANCIAL STATEMENT

1937-1938

Receipts:

Legislature Appropriation for Necessary and Regular Expenses for 1937-1938	\$ 96,000.00
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Disbursements:

Provisions	\$ 28,910.27
Agriculture and Forage Supplies	3,915.80
Light and Power (including supplies)	4,036.07
Laundry	2,108.12
Gas	59.94
Drugs	267.18
Liquid Fuels and Lubricants	1,201.96
(cars, trucks, tractors, etc.)	
Coal and Heating Plant Supplies	6,024.91
(including freight)	
Telephone	108.61
Water Rent	506.25
Janitor and Cleaning Supplies	333.95
Printing and Advertising	174.20
Equipment	10,719.38
Educational Supplies	3,121.91
Campus Expenses	670.52
Scholarships	800.00
Traveling Expenses (Pupils' Transportation) . . .	1,449.65
Office Supplies	128.13
Insurance	206.88
Dental and Surgical Supplies	398.86
Plumbing Supplies	1,409.91
Improvements and Building Repairs	4,809.21
Incidental Expenses	5,823.58
Employees' Pay Roll	16,138.19 \$ 93,323.47
Balance	\$ 2,676.53

[Continued to next page]

FINANCIAL STATEMENT

[Continued from page 61]

Appropriated for Salaries for 1937-1938	\$ 85,000.00
Disbursed for Salaries for 1937-1938	84,629.89

Balance	\$ 370.11
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PERMANENT BUILDING FUND

Amount brought forward July 1, 1937	\$ 3,017.07
Received to June 30, 1938	434.92

Balance	\$ 3,451.99
No disbursements:	

INCIDENTAL FUND

Amount brought forward July 1, 1937	\$ 6,239.76
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No receipts:

No disbursements:

BOARD OF CONTROL ACCOUNT

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

Amount brought forward July 1, 1937	\$ 3,292.70
Received to June 30, 1938	7,628.19

Disbursed during the year 1937-1938	\$ 10,920.89
	4,723.81

Balance	\$ 6,197.08
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LIST OF WHITE GRADUATES

Class of 1898

Artemas Winifred Pope	Deaf
Cora Carlton	Deaf

Class of 1907

Eugenia Wilson	Deaf
Nettalian Vanderpool	Deaf

Class of 1908

DeWitt Lightsey	Blind
Alice Carlton	Deaf

Class of 1911

Lucius Emerson	Blind
Lula Barfield	Blind

Class of 1913

Henry Stephen Austin	Deaf
Henry Raymond Rou	Deaf
Willie Harvey Townsend	Deaf

Class of 1914

Minnie Violet Clemons	Deaf
Sarah Virginia Johnson	Deaf
Roxie Rice Jordan	Deaf
Charles Edward Manire	Deaf

Class of 1915

Mabel Bates	Blind
Pearl Brown	Blind
Bessie Sikes	Blind

Class of 1918

Lola Ashley	Blind
Annie Lee Barksdale	Blind
Arthur Dye	Blind
Laurence Randall	Deaf

Class of 1919

Dixie Clyde Fernside	Deaf
Amelia Theresa Loring	Deaf
Lalla E. Wilson	Deaf
Uriel Jones	Deaf

Class of 1921

Annie Louise Clemons Deaf
Mary Jim Crump Deaf
Pearl Helen Holland Deaf

Class of 1922

Class of 1925

Class of 1926

Majorie K. Egle Deaf
Gladys L. Eastman Deaf

Class of 1927

Class of 1928

Class of 1930

Class of 1931

Class of 1932

Reba Blackwelder Deaf
Aileen Grace Blind

Lucy Dent Smith	Blind
Alexander Nasrallah	Blind
Walter Nasrallah	Blind
Ernest Shaheen	Blind

Class of 1933

Jans Rosier	Deaf
Charles M. McNeilly	Deaf

Class of 1934

Beatrice David	Blind
Clara Stevenson	Deaf
Ethel Crawford	Deaf

Class of 1935

Velma Cumbie	Deaf
Janet Lightbourn	Deaf
Pauline Register	Deaf
Loyce Ommie Barfield	Deaf
Robert Eugene Polk	Deaf
Albert Forrest Reeves	Deaf
Harry Joseph Schaffner, Jr.	Deaf
Edwin Laurens Bledsoe	Deaf
Gladys Louise Murrell	Blind
Edwin Joseph Holly	Blind

Class of 1936

Doris Sabra Hodges	Blind
Marvin Robert Barnett	Blind

Class of 1937

Donald B. Shaefer	Blind
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Class of 1938

Thomas Leroy Cooper	Deaf
Robert Brookter Edwards	Deaf
Mabel Josephine Johnson	Deaf
Mitchell Abraham Kalal	Deaf
Annette Long	Deaf
Harry Leander Moore, Jr.	Deaf
Carlie Frances Todd	Deaf
Lorraine Wertheim	Deaf
Doris Kathryn Reardon	Blind
Bernita Flora Gilberstadt	Blind

A LIST OF COLORED GRADUATES

Class of 1914		
Louise Jones	.	Blind
	.	Class of 1925
Class of 1928		
Cary White	.	Deaf
Georgia Hall	.	Blind
Reginald Green	.	Blind
Leroy Lundy	.	Blind
Herbert Moore	.	Blind
Class of 1930		
Jodie M. Jackson	.	Blind
Class of 1931		
Moses Singleton	.	Blind
Washington Jones	.	Blind
Ernest Lawrence	.	Blind
Class of 1932		
Annie M. Stevens	.	Deaf
Class of 1933		
Johnnie James	.	Deaf
Jennie L. Nelson	.	Deaf
Geneva Daniels	.	Deaf
Class of 1934		
Melda Rawls	.	Deaf
Class of 1935		
Daisy B. Moore	.	Deaf
Marie Richardson	.	Deaf
Jesse Lawrence	.	Deaf
J. B. Sallet	.	Deaf
Fitzhugh White	.	Deaf
Alexander Hartley	.	Blind
Class of 1936		
Robert White	.	Deaf
Glennie Owens	.	Deaf
Timothy Morris	.	Deaf
Class of 1937		
Willie Edna Jackson	.	Deaf
Ruby Ann Young	.	Deaf
Willie Edward Danzy	.	Deaf
Class of 1938		
Charlie Frank Simmons	.	Deaf
Freddie Irving Rozier	.	Blind

ROSTER OF STUDENTS

Biennium 1936-1938

Deaf Boys

1. Altman, Homer	Marion
2. Armstrong, Gordon	Dade
3. Anderson, Burton	Orange
4. Belmer, Emanuel	Volusia
5. Bradley, George	Duval
6. Bryan, Delmar	Highlands
7. Burnsed, A. T.	Alachua
8 Caldwell, Ray Von	Dade
9. Cannon, Willie	Levy
10. Carnes, Harvard	Highlands
11. Carre, Gene	Putnam
12. Carter, Ralph	Jackson
13. Cassady, Clyde	Sumter
14. Chandler, Miles	Palm Beach
15. Chauncey, Norman	Suwannee
16. Clements, Clifford	Polk
17. Collins, Wilson	Orange
18. Coon, A. J.	Duval
19. Cooper, Lee	Hillsborough
20. Crichton, Powell, Jr.	New York
21. Crum, Fred	Wakulla
22. Crews, Jerry	Duval
23. Cumbie, Douglas	Hillsborough
24. Davis, Jimmie	Dade
25. Daugherty Jack	St. Johns
26. Daw, David L.	Escambia
27. Dickey, John Parker	Duval
28. Dyal, L. D. Jr.	Nassau
29. Edwards, Robert	Nassau
30. Edwards, William	Gadsden
31. Elliott, Sam	Citrus
32. Elkes, Eugene Revere, Jr.	Hillsborough
33. Enfinger, Paul	Leon
34. Fleming, Roger Helton	Dade
35. Fox, Edgar	Dade
36. Fulmore, Jerol	Santa Rosa
37. Gardner, James	Hillsborough
38. Gericke, William August Jr.	Fulton
39. Gibbens, Harry	Dade
40. Goodrich, Cecil	Volusia
41. Graham, Bob	St. Johns

17. Crichton, Nellie	Hillsborough
18. Crowell, Betty	Dade
42. Gullo, Michael	Hillsborough
43. Gunn, Elton	St. Johns
44. Gunter, John	Dade
45. Hall, Edward	Walton
46. Hanks, Leon	Escambia
47. Helms, Sawley	Orange
48. Hightower, Thomas F.	Dade
49. Hinson, Sam	St. Johns
50. Holloway, W. S.	Duval
51. Hovsepian, Henry	Dade
52. Hughes, James	Jefferson
53. Hutson, Oscar	Dade
54. Johnson, Jack	St. Johns
55. Kalal, Mitchell	Polk
56. Keith, Raymond L.	Dade
57. Land, Perry Wayne	Duval
58. Langley, Milton	Citrus
59. Lawrence, David	Jackson
60. Laws, Bobby	Hillsborough
61. Lewis, Isaac	Holmes
62. Lockey, Charles	Jackson
63. Lynn, James	Sarasota
64. Martin, J. L.	Charlotte
65. McClain, Marvin	Duval
66. McLendon, Horace	St. Johns
67. Moore, Kendall	Duval
68. Moore, Leander	Duval
69. Mott, Joe	Dixie
70. O'Brien, Elwood	St. Johns
71. Olive, Paul	Polk
72. O'Neil, Dewey	Liberty
73. Osman, Allen	Duval
74. Paul, Robert	Hillsborough
75. Pert, Junior C.	Escambia
76. Phelps, Harry	Holmes
77. Pitt, Lawrence	Lake
78. Pitts, Arthur, Jr.	Duval
79. Pollock, C. B.	Pasco
80. Prestwood, Floyd	Polk
81. Pritchard, James	Duval
82. Railsback, Ray	St. Lucie
83. Rawlins, Oscar	Volusia
84. Richards, Billy	St. Lucie
85. Robinson, Billy	Dade
86. Roche, Francis	Escambia

87. Roguer, Benicio	Hillsborough
88. Roguer, Eulicio	Hillsborough
89. Rooks, Billy	Sumter
90. Rowe, Cecil	Sarasota
91. Sanders, Wilbur	Osceola
92. Shelby, John	Escambia
93. Sheppard, Robt., Stephens	Manatee
94. Shouppe, Carl	Jackson
95. Shouppe, Joe Peat	Jackson
96. Sistrunk, William	Hamilton
97. Smith, Fletcher	Lake
98. Smith, Hubert	Dade
99. Stalder, Charles	Brevard
100. Stanley, J. W.	Hillsborough
101. Sumner, Dewey	Levy
102. Sumner, Jack	Volusia
103. Taylor, Woodrow	Baker
104. Tillman, H. B.	Hillsborough
105. Vaughn, Littleton	Palm Beach
106. Ward, Joseph Charles	Duval
107. Webb, Malcolm	Hernando
108. Whealton, John	Manatee
109. Wilcox, Edward	Dade
110. Wilson, Jay	Dade
111. Williams, Leonard	Pasco
112. Wilson, Robert	Orange
113. Wise, Earl L.	Jackson

Deaf Girls

1. Adams, Ethel	Orange
2. Adams, Dorothy	Santa Rosa
3. Adair, Catherine	Dade
4. Ard, Wanda	Holmes
5. Bailey, Willie Marie	Dade
6. Barker, Grace	Hillsborough
7. Baxter, Luella	Suwannee
8. Bohannon, Lois	St. Johns
9. Brisco, Hazel Mae	Palm Beach
10. Brown, Lucille	Duval
11. Brown, Marie Josephine	Lee
12. Brown, Mildred	Manatee
13. Capitano, Rosina	Hillsborough
14. Carruthers, Mary	Polk
15. Carter, Lucille	Jackson
16. Cowart, Aleen	Lake

19. Crowell, Medora	Dade
20. David, Josephine	Duval
21. Davis, Henrietta	Polk
22. Dicks, Gladys	Columbia
23. Fazio, Mamie	St. Johns
24. Flowers, Genevieve	Duval
25. French, Inese	Washington
26. Godwin, Evelyn	St. Johns
27. Goodman, Flora	Jackson
28. Goodson, Geneva	Dade
29. Hamilton, Carolyn	Dade
30. Head, Helen Pauline	Duval
31. Hemperley, Rebie	Dade
32. Hendrix, Rosa Lee	Calhoun
33. Hinson, Betty June	St. Johns
34. Hires, Nell	Dade
35. Hixon, Charlsie Lee Ann	Duval
36. Hobbs, Annette	Volusia
37. Holloman, Connie	Marion
38. Holmes, Pobby	Duval
39. Holt, Lena	Pasco
40. Hose, Bernice	Dade
41. Hovsepian, Josephine	Dade
42. Hovsepian, Margaret	Dade
43. Hovsepian, Sarah	Dade
44. Jeter, Bennie Lorraine	St. Andrews
45. Johansen, Thelma	Lee
46. Johnson, Florence	Leon
47. Johnson, Mabel Jo	Duval
48. Jordan, Herlene	Suwannee
49. Jourdan, Murlene	Calhoun
50. Jourdan, Viree	Calhoun
51. King, Mozelle	St. Johns
52. Lamb, Virginia	Palm Beach
53. Larkins, Ira Jane	Putnam
54. Lawrence, Susie	Lake
55. Lloyd, Annie Lee	Escambia
56. Lloyd, Lottie Jane	Charlton
57. Long, Annette	Leon
58. Long, Imogene	Leon
59. Love, Lola Mae	Hillsborough
60. Mancill, Isabelle	Conecuh
61. McLeod, Hilda	St. Johns
62. Nelson, Margaret	Escambia
63. Newberry, Evelyn	Lee
64. Oakley, Nathalie	Polk
65. Olive, Mary Frances	Broward
66. Parker, Winell	Palm Beach

67. Peeples, Beda	Palm Beach
68. Peeples, Mamie	Dade
69. Perez, Dalia	Hillsborough
70. Perkins, Ruth	Duval
71. Pierce, Fay	St. Johns
72. Pittman, Chrystelle	Jackson
73. Remley, Eloise	Duval
74. Remley, Lois	Duval
75. Ribblett, Dorothy	Lake
76. Riley, Dorothy	Volusia
77. Rogers, Addie Lee	Polk
78. Simmons, Essie	Columbia
79. Simpson, Esther	Bradford
80. Skinner, Mary	Lee
81. Smith, Addie	Hillsborough
82. Smith, Louise	Hillsborough
83. Smith, Caroline	Lee
84. Smith, Margaret Lucille	Dade
85. Staton, Dorothy	Orange
86. Stevens, Jewel	Orange
87. Styron, Jessie	Pinellas
88. Sweat, Nona Dalrymple	Duval
89. Thomas, Jean Ann	Volusia
90. Thur, Mary Louise	Escambia
91. Todd, Frances	Hillsborough
92. Townsend, Mae Lee	Pinellas
93. Tyler, Mary	Hillsborough
94. Vann, Euneta	Hillsborough
95. Vickers, Rosa Lee	Marion
96. Waller, Helen	Leon
97. Walker, Janette	Polk
98. Webb, Evelyn	Hernando
99. Wertheim, Julianne	Hillsborough
100. Wertheim, Lorraine	Hillsborough
101. Wiggins, Elsie	Dade

Blind Boys

1. Alderman, Robert	Jackson
2. Anderson, Robert George	Bradford
3. Asenjo, Albert	Palm Beach
4. Baxley, Charles	Hillsborough
5. Bullock, Basil	Highlands
6. Burbridge, Gordon	Duval
7. Carroll, Johnnie	Brevard
8. Castell, Arthur	Duval

9. Cato, James	Citrus
10. Crews, Earl Eli	Bradford
11. Cross, John Jr.	Hillsborough
12. DeAntonio, James	Volusia
13. Edgar, Elmer	Walton
14. Havens, Vincent	Citrus
15. Hayes, Lacy	Hardee
16. Herring, Dan Henry	Suwannee
17. Holland, Jack	Jefferson
18. Holly, Fred	Polk
19. Hickey, Joe	Orange
20. Hudson, Johnnie	Dade
21. Johnson, Otis Earl	Calhoun
22. Lampe, Lotar Arthur Charles	Putnam
23. Lopez, Wallace	Volusia
24. May, Bobby	Dade
25. McClellan, Elwood	Volusia
26. McClean, Raymond	Hillsborough
27. McCoy, Carl	Leon
28. Moore, John Henry	Hillsborough
29. Mozley, George	Jackson
30. Mullis, Delton	Hillsborough
31. Osburn, Orian	Pasco
32. Ouzts, W. A.	Duval
33. Pitts, Billy	Dade
34. Phillips, Loney Delano	Calhoun
35. Pullara, Louis	Hillsborough
36. Richards, Howard Eugene	Dade
37. Rizer, Rollie	Suwannee
38. Sattler, Charles	Dade
39. Shaeffer, Donald	Seminole
40. Smith, Grover	Hillsborough
41. Sowell, Herbert	Bay
42. Starling, Lester Lamar	Orange
43. Thompson, Mackie	St. Johns
44. Warren, Leonard	Monroe
45. Weatherington, James Edward	St. Johns
46. Weatherington, W. J.	St. Johns
47. Webb, Frank	Broward
48. Ysidron, Richard	Hillsborough

Blind Girls

1. Albury, Hazel Elaine	Hillsborough
2. Avery, Robbie Clyde	Charlotte
3. Barber, Alberta	Orange
4. Brock, Dorothy Marie	Escambia
5. Burns, Chrysis	Hillsborough
6. Cain, Betty Jane	Dade

7. Crawford, Maggie Mae	Orange
8. Creech, Jackie	Palm Beach
9. Crews, Lourene	Orange
10. Dean, Marie	Polk
11. DeAntonio, Wilhemina	Volusia
12. Dorsett, Sarah Katherine	Hillsborough
13. Edgar, Juanita	Walton
14. English, Frances	Orange
15. Forsyth, Eileen	Duval
16. Gilberstadt, Bernita	Palm Beach
17. Hayes, Clarice	Hardee
18. Holly, Beulah	Polk
19. Holroyd, Barbara	Dade
20. Johns, Bertha Mae	Pinellas
21. Johns, Evelyn	Highlands
22. Jordan, Myrlen	Jefferson
23. Kinsey, Madeline	Citrus
24. Landrum, Blanche Elizabeth	Escambia
25. Lindsey, Myrtle	Walton
26. Ogden, Marian	Duval
27. Rafferty, Loma Ruth	Dade
28. Reardon, Kathryn	Marion
29. Register Eloise	Hamilton
30. Rogers, Trudie	Duval
31. Sapp, Stella Louise	Taylor
32. Scherer, Mary	Dade
33. Stelle, Ethel	Dade
34. Stelle, Mae	Dade
35. Wasdin, Charlene	Santa Rosa
36. Wilkins, Wanda Lee	Hillsborough
37. Willis, Irene	Escambia
38. Wilson, Mary Ann	Orange
39. Woodward, Jacqueline	Union

Colored Department—Deaf Boys

1. Adams, Paul	Putnam
2. Archer, Willie	Volusia
3. Ayers, James William	Alachua
4. Barnes, Ozell	Suwannee
5. Bass, Bushrod	Marion
6. Beard, Mathew	Sumter
7. Cole, Walter	Volusia
8. Danzy, Willie	Seminole
9. Dudley, William Joe	Washington
10. Duhart, Mitchell, Jr.	Seminole
11. Ford, Ernest Leo	Escambia

12. Fort, Charlie	Osceola
13. Gray, Oluster	Leon
14. Harrison, Fred	Columbia
15. Lang, Carlton	Duval
16. Lee, Sinclair	Taylor
17. McCall, Frank James	Volusia
18. Monlyn, Wilmon	Calhoun
19. Newton, Junior	Brevard
20. Peterson, Harcourt	Palm Beach
21. Pittman, Albert	Brevard
22. Reed, James	Duval
23. Simmons, Charlie	Seminole
24. Vincent, Otha	Alachua
25. Watson, Tommy	Alachua
26. Welch, Henry	Indian River
27. Williams, Lomie Lee	Duval
28. Wright, Robert Lee	Suwannee

Colored Dept.—Deaf Girls

1. Allen, Vertez	Duval
2. Baker, Margaret	Leon
3. Baker, Marzelle	Hillsborough
4. Belcher, Irene Lucille	Franklin
5. Brown, Barbara	Duval
6. Butler, Carrie	Hillsborough
7. Caffey, Velma	Alachua
8. Edgecomb, Edith	Dade
9. Fields, Edith	Orange
10. George, Jennie V.	Highlands
11. Green, Helen	Lake
12. Hepburn, Dorothy	Dade
13. Howell, Frankie	Duval
14. Jackson, Alberta	Lake
15. Jackson, Edna	Manatee
16. Kelly, Azalea	Union
17. Mathews, Marie S.	Palm Beach
18. Montgomery, Winifred	Dade
19. Neal, Mary Annah	Duval
20. Pollard, Rosa Mae	Clay
21. Musgrove, Maggie	Gadsden
22. Pool, Parleny	Manatee
23. Reid, Estella	Taylor
24. Sheffield, Ernestine	Washington
25. Smith, Rosylnn	Dade
26. Thompson, Olive	Broward
27. Walker, Leana	Duval

28. Weston, Ruth	Duval
29. Wilson, Ruby	Calhoun
30. Young, Ruby	Marion

Colored Department—Blind Boys

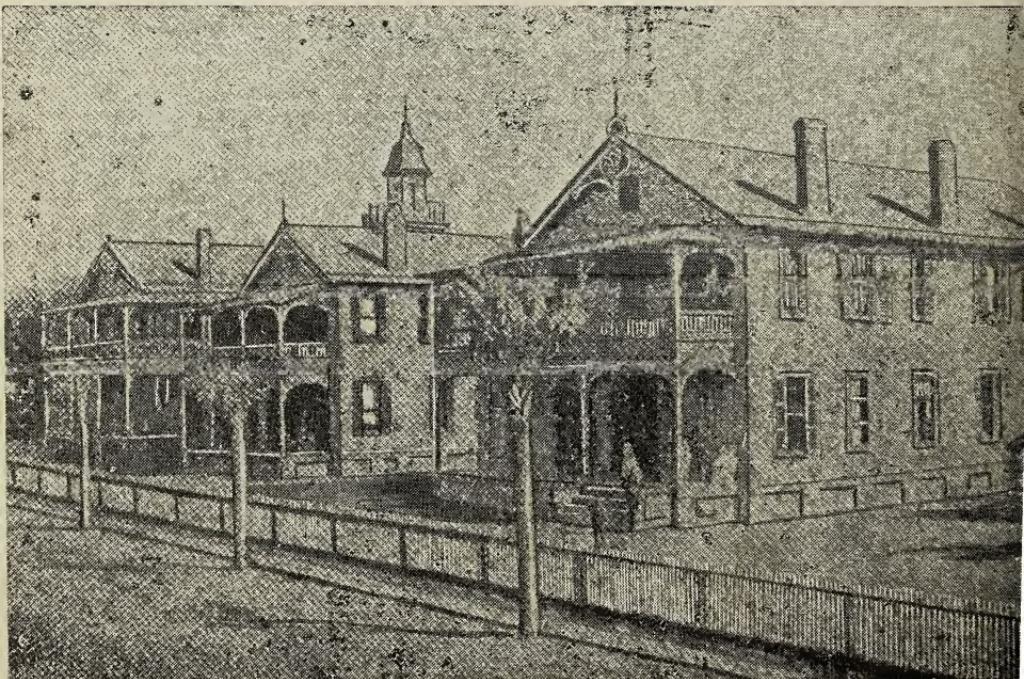
1. Anderson, Lettisee	Gadsden
2. Dobson, Louie	Marion
3. Figgs, Albert	Sumter
4. Fountain, Joseph	Polk
5. Jenkins, Vandy	Washington
6. Kendrick, Booker T.	Palm Beach
7. Kendrick, Ernest	Palm Beach
8. Kendrick, James	Palm Beach
9. Kendrick, John C.	Palm Beach
10. King, Jesse Lee	Taylor
11. Lawrence, Joe Lee	Duval
12. Mathews, Otis	Palm Beach
13. Nelson, Clarence Jr.	Jackson
14. Randolph, Jeremiah	Lake
15. Robinson, R. C.	Madison
16. Rozier, Fred	Palm Beach
17. White, Henry Jr.	Duval
18. Williams, George	St. Johns
19. Wilson, Jack	Gadsden
20. Wright, Vandy	Levy
21. Young, James	Calhoun

Colored Department—Blind Girls

1. Farmer, Juanita	Levy
2. Flemming, Vermae	Marion
3. Grant, Yvonne Theresa	Dade
4. Hallie, Mamie	Walton
5. Howard, Ertharine	Dade
6. Knight, Louise	Duval
7. Lewis, Flora	Sumter
8. Moseley, Willie Mae	Lee
9. Randolph, Annie Mae	Leon
10. Robinson, Corine	Alachua
11. Smith, Mildred	Jefferson
12. Williams, Ida Mae	Osceola
13. Williams, Queen Esther	Orange
14. Williams, Thelma	Osceola

EXECUTIVE HEADS SINCE ITS FOUNDATION

Park Terrel . . .	Superintendent . . .	1885—1890
W. A. Caldwell . . .	Superintendent . . .	1890—1893
H. N. Felkel . . .	Superintendent . . .	1893—1897
Fredrick Pasco . . .	Superintendent . . .	1897—1900
W. B. Hare . . .	Superintendent . . .	1900—1906
Albert H. Walker . .	President	1906—1927
W. Laurens Walker, Jr.,	Acting President . .	Nov. 22, 1927 to July 1, 1928
Alfred L. Brown . .	President	1928—1932
Clarence J. Settles .	President	1932—



ORIGINAL SCHOOL BUILDINGS—1885

FLORIDA STATE SCHOOL FOR
THE DEAF AND THE BLIND
SAINT AUGUSTINE



PRESIDENT'S
BIENNIAL REPORT
1938-1940

F378

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1938-40

This BIENNIAL REPORT was composed, printed
and bound in the Printing Department of the Florida
School for the Deaf and the Blind and is a sample
of the work done there.



Education alone can conduct
us to that enjoyment which is
best in quality and infinite in
quantity. HORACE MANN.

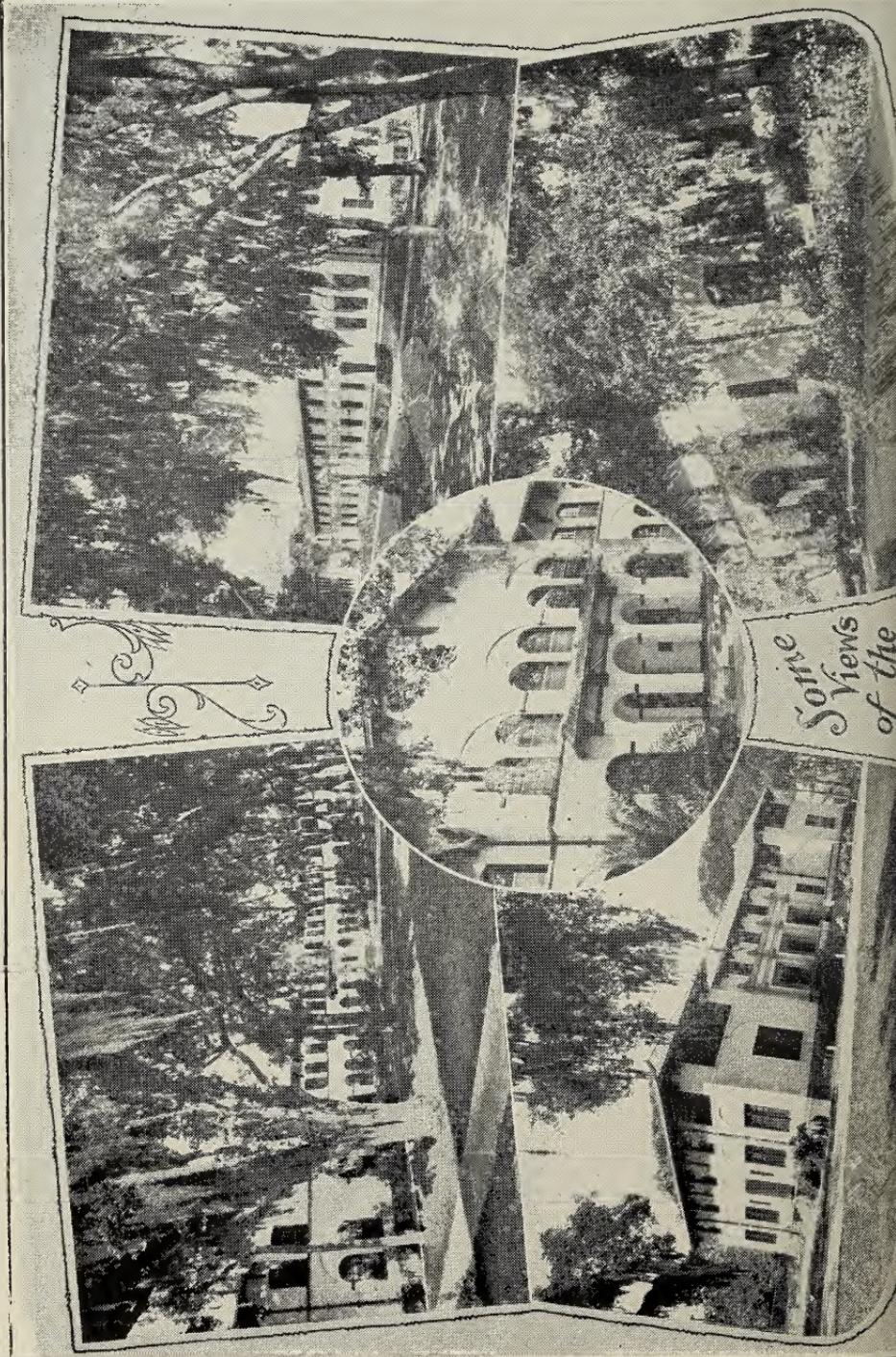
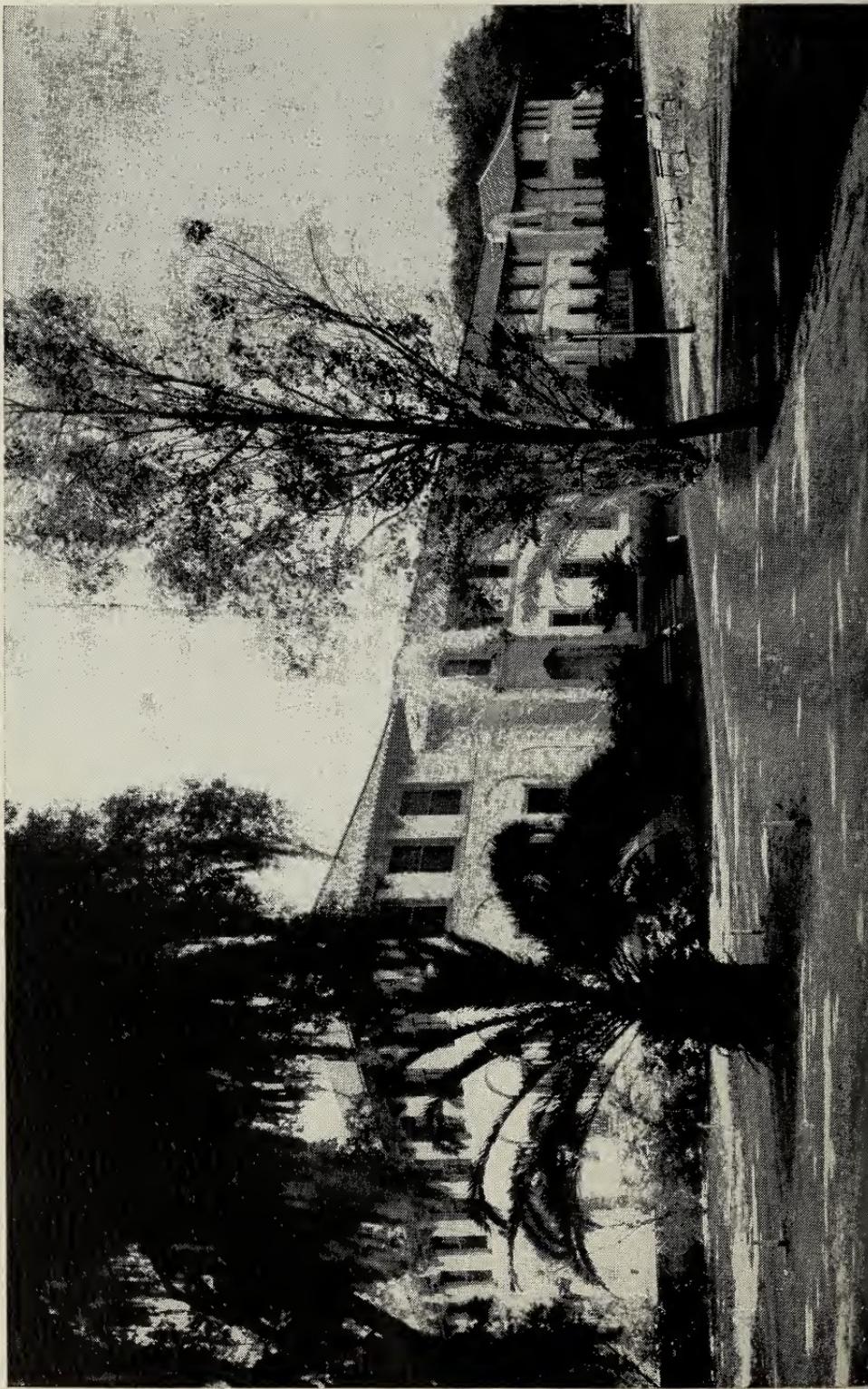


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STATE BOARD OF CONTROL

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Session 1938-1940

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DEPARTMENT OF MUSIC

MISS DAISY B. WILSON	MRS. INEZ W. KOGER, B. M.
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MR. LOUIS GERBER, B. A.	Ass't. Athletic Direct
MR. PAUL ARLINE, JR., B. A.	Blind Boys' Physical Direct
MISS ALYCE THOMPSON, M. A.	Ass't. Girls' Physical Direct
MISS ALICE DICKINSON, B. S.	Ass't. Girls' Physical Direct
MR. CARL J. HOLLAND	Deaf Boys' Military Direct

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MISS JUANITA EDWARDS	Housekeeper
MISS ALMINA ASHTON	Ass't. Housekeeper

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Z. L. WEBB, D. D. S.	Dentist
C. C. GRACE, M. D.	Ophthalmologist and oto-laryngologist
MISS MARIAN L. DINGLEDY, R. N.	Nurse
MR. EUGENE HOGLE, B. A.	Superintendent of Buildings
MR. F. W. BURDETT	Night Watchman

MCLANE HALL

MISS WILLIE McLANE	Large Deaf Girls' Supervisor
MRS. J. F. RODENBAUGH	Small Deaf Girls' Supervisor
MISS ANNIE WEAVER	Large Blind Girls' Supervisor
MISS RUTH ABEE, B. A.	Small Blind Girls' Supervisor

RHYNE HALL

MISS NANNIE CARPENTER	Small Deaf Boys' Supervisor
MISS MAUDE GREEN	Small Blind Boys' Supervisor
CARL J. HOLLAND	Large Deaf Boys' Supervisor
PAUL ARLINE, JR., B. A.	Large Blind Boys' Supervisor

BLOXHAM COTTAGE

MRS. ALICE EIGLE	Housemother-Small Boys' Supervisor
MISS MABEL S. RADER, R. N.	Small Girls' Supervisor

WARTMANN COTTAGE

MISS MILDRED FRANK	Housemother-Small Boys' Supervisor
MISS MARGARET WEBB, B. S.	Small Girls' Supervisor

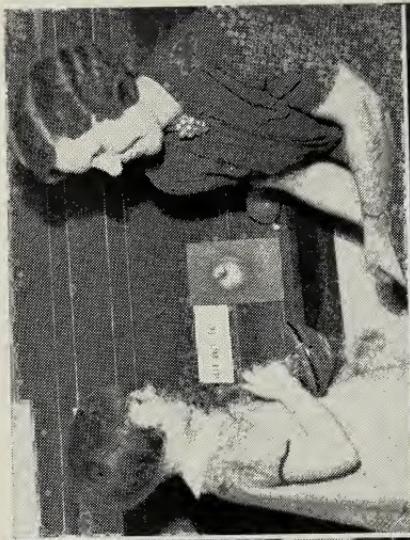
DEPARTMENT OF INDUSTRIAL TRAINING

INSTRUCTORS

JULIUS L. MYERS	Printing and Linotyping
EDMUND F. BUMANN, B. S.	Carpentry
JOE MOUREY	Painting
J. B. HIDLE	Shoe Repairing
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MISS WILLIE McLANE	Sewing
MRS. LILY HOGLE	Ass't. Instructor in Sewing
MISS MARIAN E. LINE, B. A.	Handwork and Typewriting
MISS HELEN JONES	Domestic Science
MISS L. M. FLEITZ, B. S.	Ass't. Instructor in Domestic Science
THOMAS M. GIBBS	Workshop for the Blind

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INEZ B. LEGGETT	Teacher of Deaf
EUPHROSYNE RYAN	Teacher of Deaf
CARY WHITE	Teacher of Deaf
WALTER REMBERT	Teacher of Blind
WASHINGTON JONES	Teacher of Blind
KATIE GREGG	Housekeeper
OTIS KNOWLES	Boys' Supervisor



President's Biennial Report

ST. AUGUSTINE, FLORIDA, August 12, 1940

*To the Chairman and the Members of the Board of Control,
State of Florida.*

GENTLEMEN:

Herewith, I take pleasure in presenting for your consideration the BIENNIAL REPORT of the Florida State School for the Deaf and the Blind, for the period beginning July 1, 1938, and ending June 30, 1940.

This report will cover the educational activities of the departments of the school; also the work of the household department, and the biennial financial report.

The problem of proper provision for the educational, health, and social life of a large group of handicapped children is not an easy one. However, during the past biennium, good results have been obtained; health conditions have been satisfactory; and it is felt that improvement has been made in all departments of the school. It is the policy of the school not to depart too abruptly from any of the traditional methods of education by which good results have been obtained in the past, but on the other hand, the school is constantly in touch with every modern trend and new, worthwhile ideas and trends are promptly added to our courses of study and educational procedure. The faculty have been interested in self-improvement and have attended summer schools and the national conventions with regularity. Some have visited the more progressive schools of our country to obtain new ideas and study the techniques of the work as given in those schools.

The school, for the first time in its history, had a nine months' term during the past biennium. Time has proven that this was a wise provision and that, in the long run, it will not cost our state any more financial expense, due to the fact that the students will complete their courses of study about one year sooner than they did formerly.

ENROLLMENT

In 1938 there were enrolled 346 pupils. There were 236 pupils in the Department for the Deaf, of whom 124 were girls and 112 were boys. In the Department for the Blind there were 110 pupils, of whom 50 were girls and 60 were boys.

ATTENDANCE BY COUNTIES

There were enrolled during the last biennium four hundred and nine pupils, which represents the largest biennial registration in the history of the school. The following table shows classification of pupils and attendance by counties:

	WHITE		COLORED
Deaf	217	Deaf	62
Blind	90	Blind	40

NUMBER OF STUDENTS BY COUNTIES

Alachua	5	Leon	11
Baker	2	Levy	3
Bay	4	Liberty	2
Bradford	5	Madison	3
Brevard	2	Manatee	5
Broward	4	Marion	7
Calhoun	7	Martin	1
Citrus	3	Monroe	1
Clay	1	Nassau	2
Collier	1	Orange	13
Columbia	4	Osceola	3
Dade	52	Palm Beach	18
DeSoto	1	Pasco	1
Duval	52	Pinellas	6
Escambia	12	Polk	13
Franklin	1	Putnam	5
Gadsden	5	Santa Rosa	2
Hamilton	4	Sarasota	3
Hardee	2	Seminole	2
Hendry	1	St. Johns	17
Hernando	1	St. Lucie	2
Highlands	1	Sumter	6
Hillsborough	33	Suwannee	7
Holmes	5	Taylor	3
Indian River	2	Union	2
Jackson	17	Volusia	16
Jefferson	3	Wakulla	1
Lake	3	Walton	4
Lee	5	Out of State Pupils	5

The following table gives the causes of deafness of the pupils in school September, 1939:

Abscess	10	Meningitis	14
Adenoids	2	Mumps	2
Birth Injury	2	Nerve	2
Blood Tumor	1	Otitis	1
Congenital	35	Pneumonia	3
Fall	8	Premature Birth	3
Fever	2	Prolonged Birth	1
Infantile Paralysis	1	Risings	5
Infected Tonsils	5	Scarlet Fever	2
Influenza	9	Unknown	110
Malaria	2	Use of Quinine	1
Mastoid	5	Whooping Cough	7
Measles	4		

The following table gives the causes of blindness of the pupils in school, September, 1939:

Accident	17	Infected Tonsils	1
Brain Tumor	1	Measles	1
Cataracts	11	Nerve	2
Choroiditis	2	Scarlet Fever	2
Colitis	1	Scattered Pupils	1
Congenital	13	Silver Nitrate Burns	1
Detached Retina	1	Sore Eyes	5
Ear Infection	1	Spinal Meningitis	5
Flu	1	Syphilis	1
Gonorrhea	1	Undeveloped Nerve	1
Hemorrhage at Birth	1	Unformed Sockets	1
Illness	1	Unknown	34
Improper Care at Birth	1	Weak Eyes	2

DEPARTMENT FOR THE DEAF

INSTRUCTION

The methods of instruction have been the same as in former years. Every child is given an opportunity to learn to read the lips and to use speech. For those children unable to make suitable progress, classes are provided where they may be taught by any method through which they may make progress. In the Florida School, the combined method of instruction is followed, which includes all other methods and enables the school to adapt the best educational methods for the individual child.

A working knowledge of the English language is the all-important thing in the education of the deaf child. When a deaf

child comes to school at the age of six, he has no knowledge of English at all. His hearing companions, at that age, have a good English foundation, which they have acquired by hearing English constantly spoken by their playmates, relatives and friends. The process of giving a deaf child a knowledge of English is a long and tedious procedure. It usually requires twelve to fourteen years to complete the education of a deaf child, and upon graduation they have completed the course of study which about equals that of the junior high schools. The objective of the school is to give every child a good knowledge of English and the ability to read the lips and to speak, if possible. Also, each child has the opportunity to learn the rudiments of some vocation by which he will be able to earn a living and fit into the community life where he resides.

There follows herewith a report of the supervising teacher, which covers briefly the classroom instruction of the Department for the Deaf:

Dr. C. J. Settles, *President,*

Florida School for the Deaf and the Blind,
St. Augustine, Florida

Dear Dr. Settles:

In accordance with your recent request I am pleased to submit the following report on the academic work of the Department for the Deaf:

The present enrollment in the Department is 174 pupils, of whom 86 are girls and 88 are boys. These pupils are distributed as follows:

7 primary classes	56 pupils
5 intermediate classes	36 pupils
5 advanced classes	45 pupils
4 opportunity classes	37 pupils
	<hr/>
Total	174 pupils

Mid-term reports from the teachers of the various classes indicate that most of the pupils will attain the objectives set for the year and one group will probably be ready for graduation in June.

In the session of 1938-1939 we had five graduates, four of

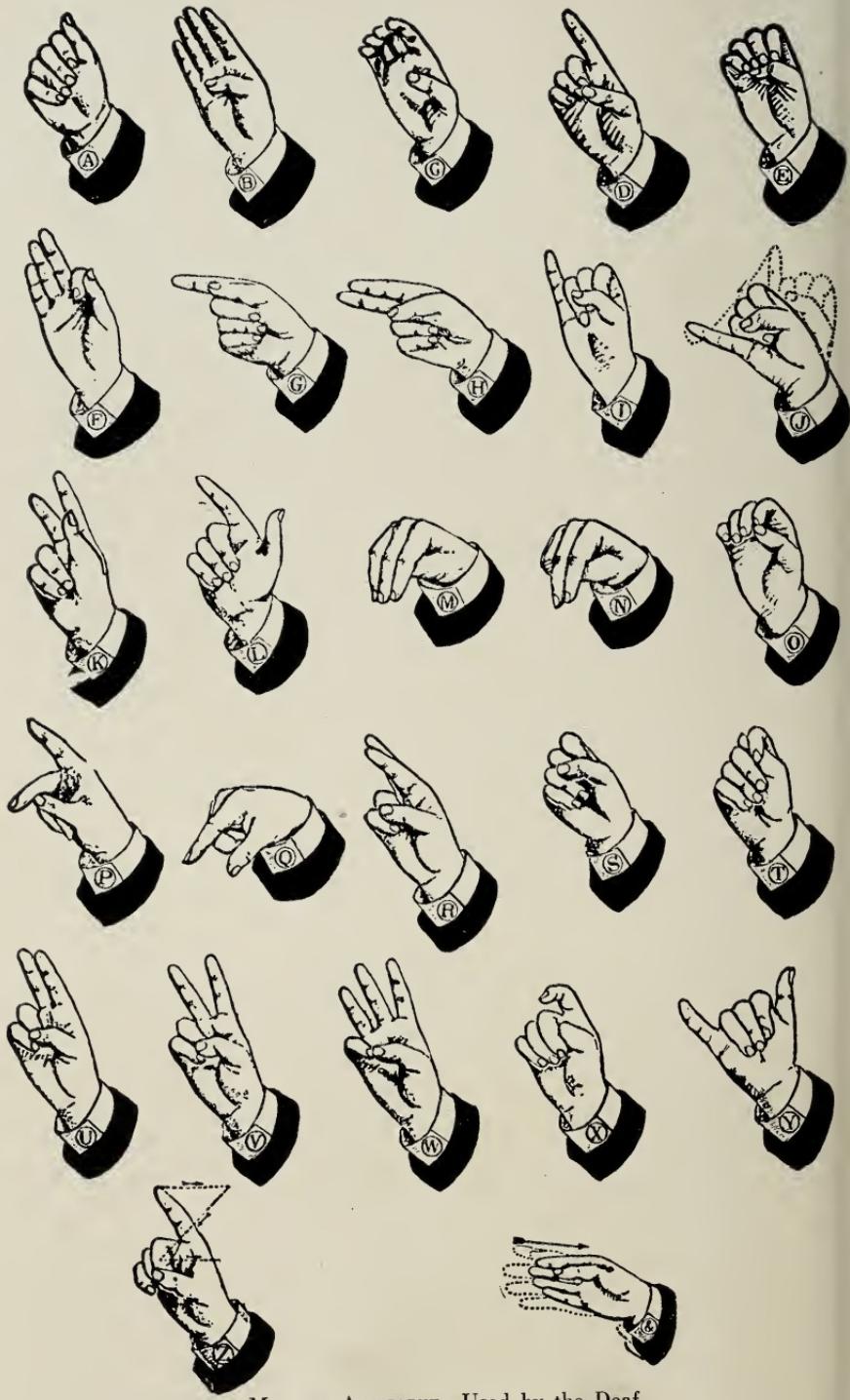
whom are now in Gallaudet College. This brings the total number of our graduates now in college to six.

The response of both parents and pupils to the system adopted last year of sending reports on scholarship, citizenship, and pre-vocational training to the parents at six-week intervals has so far been gratifying. While the making up of such comprehensive reports imposes many hours of extra work on the teachers, the results justify the time spent on their preparation.

The use of the Stanford Achievement Tests and the Gates Reading Tests is proving most helpful. Accepting these standardized tests as a means of measuring our pupils by the standards set for hearing children, we have been pleased to find fair approximation between our grouping of pupils into classes and the grade groupings of tests. We are noting, also, a slow but widespread decrease in the retardation of individuals. This probably is due to the more normal approach to academic work induced in both teachers and pupils by the use of such tests. As in most schools confronted with a definite language handicap, our scores in paragraph meaning are low in comparison with the scores in content subjects. This situation we are endeavoring to improve by giving increased attention to the causes found to retard the reading of hearing children and by special procedures added to our usual language and reading courses.

Last fall we began giving a course in shop language to the slower pupils. This appears to be working out satisfactorily not only as a means of language acquisition, but as rousing interest in other subjects.

Every pupil in the Department receives instruction in speech and speech-reading, our deaf teachers having asked for the privilege of giving speech-reading to their own classes and of exchanging one period daily with hearing teachers so that their pupils might have skilled instruction in speech. Special diagnostic tests in articulation are given at the beginning of each year and the results charted so that the teachers have definite data from which to work on such difficulties. Monthly tests for intelligibility of speech are given and the results are graphed or charted so that the children have constant incentive to better their records. As a result of these efforts, the daily classroom teaching and correction and the careful training given in preparation for the hymns and readings used in chapel services, we are beginning to notice



MANUAL ALPHABET—Used by the Deaf

improvement in our pupils' speech and in their inclination to use speech among themselves.

In accord with audiometric tests of hearing made once a year, our hard of hearing and partially deaf pupils are given acoustic training with group hearing aids so far as it can possibly be arranged. The school now owns four such instruments, and it is hoped that the number gradually can be increased. The ideal would be one in practically every schoolroom, since even profoundly deaf children gain in mental acuity and in speech quality under proper auditory stimulation.

We are finding the tools of visual education, such as pictures, slides, stillfilms, motion pictures, and stereoscopes a great help in securing the visualization necessary to language understanding. We are making steady use of our own supplies in this line and are drawing on the Audio-Visual Instruction Department of the University of Florida and the Motion Picture Bureau of the National Y. M. C. A. for additional material.

Rhythm work for the primary children is proceeding under the direction of Miss Marshall, and the development of the children in speech and appreciation of rhythm is excellent.

Too much credit cannot be given our faculty for their earnest, conscientious, and efficient work, their personal interest in the children entrusted to them, and for a professional attitude which is making steadily rising standards possible. Mention should be made of the satisfactory progress of the Primary Department under Miss Elizabeth Higgins, who both teaches a class and directs the work of the department.

Permit me to express to you my thanks for your unfailing attention to and kindly assistance in all the problems of the Department and your constant inspiration toward higher achievement.

Respectfully submitted,
Lucile M. Moore,
Supervising Teacher.

VOWEL SOUNDS

1	2			
oo	oo	o-e	aw	-o-
(r)u-e		oa	au	
(r)ew		-o	o(r)	
		² ow		

ee	-i-	a-e	-e-	-a-
-e	-y	ai	² ea	
¹ ea		ay		
e-e				

a(r)	-u-	ur
-a		er
-ar		ir
-er		
-ir		
-or		
-ur		
-re		

a-e	i-e	o-e	ou	oi	u-e
ai	igh	oa	¹ ow	oy	ew
ay	-y	-o			
		² ow			

CONSONANT SOUNDS

h-

wh- w-

p b- m
—p —bt d- n l r-
—t —dk ¹g- ng
—kck
c —¹g

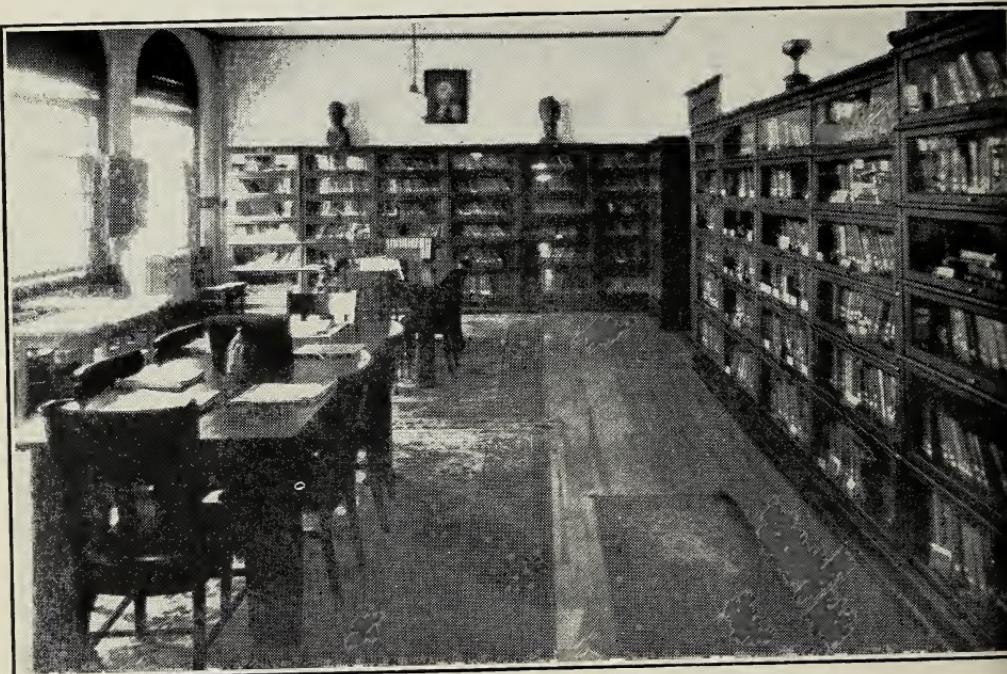
f v

ph

¹th ²th
—
1s z
e } ee ²s
/ ci
\ cy

sh zh y-

ch j (x=ks) (qu=kwh)
tch ²g-
ge
dge



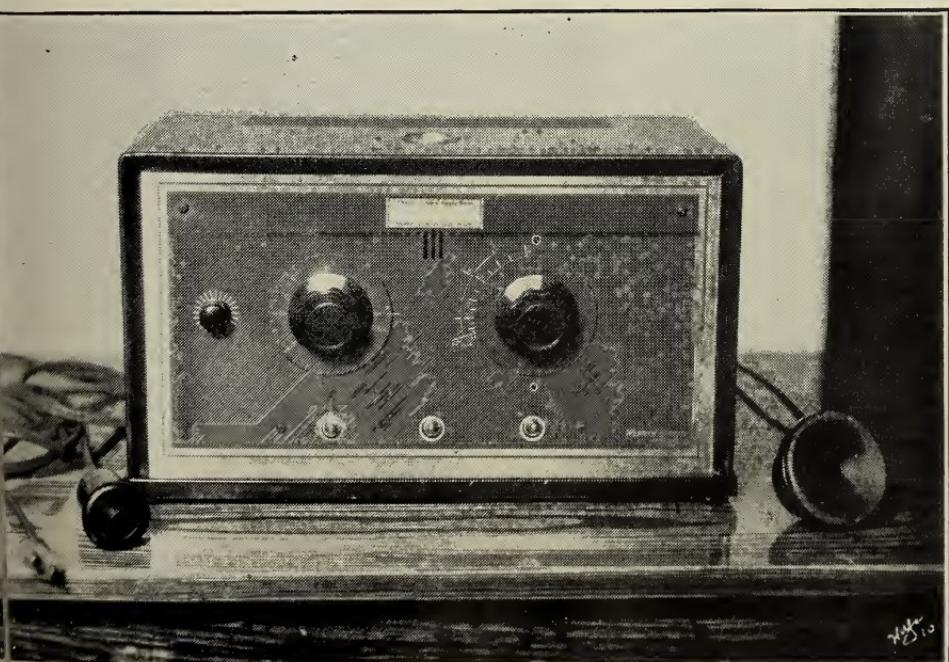
THE SCHOOL LIBRARY

LIBRARY

Great effort has been made to build up the library by the addition of new books, whereby it could be of maximum help to the students and instructors. At the present time the library contains 3,141 books, which include those of fiction, poems, biographies, social studies, nature studies, myths, fairy books, and those of general educational material for faculty use. The classroom schedules are arranged so that each class has a weekly reading period, which also provides an opportunity for the students to use reference books and receive instruction in how to make proper use of material found in the library. The library also contains up-to-date encyclopedias, leading magazines, and daily newspapers. Individual classrooms are supplied with books for supplementary reading which aids and supplements the regular course of study. There is no better way for a deaf child to improve his vocabulary than by constant reading. Much time is given to the matter of teaching our children the love of reading and good literature.

RHYTHMIC TRAINING

Rhythmic training is one phase of instruction for developing speech in the deaf child. The matter of teaching speech is a long and difficult task. First of all it requires a specially trained and highly technical teacher, who, in addition to training, must possess much patience if she is going to develop intelligible speech and the ability to read the lips. Regular rhythmic training, which has been given to all classes in the two primary cottages, Bloxham and Wartmann, has had a three-fold purpose in mind: (1) to give the children more poise and grace in bodily movements; (2) to help them develop more natural speech; (3) to create within them the mental attitude that they are like normal children enjoying the pleasures of music. As further instruction is given in rhythmic training, the children are taught to distinguish between the vibrations of high and low, or strong and weak, chords, which helps in regulating the pitch and intensity of their own voices. This instruction improves pitch, modulation, inflection, accent, and fluency. The older children have a regular schedule for choristic speech instruction. Rhythmic training work is carried



THE AUDIOMETER, a machine to test hearing loss.

on by the aid of a piano. The primary children have a toy orchestra and derive a great deal of pleasure from their rhythmic training work.

AURICULAR TRAINING

Great improvement has been made in recent years in the invention and improvement of instruments for the development of residual hearing and auricular instruction. Formerly, machines for this phase of the work were almost prohibitive in price. At the present time the best available instruments may be had at a reasonable figure.

All schools are following this modern trend and installing instruments for acoustic training as the needs require. In order to make satisfactory progress, it is necessary for a child to have considerable hearing; however, for that group of children who can profit by auricular instruction, there is a great saving of time required for their education. A group instrument may take care of as many as twelve children. The instruments are built on much the same plan as the radio, the teacher talking directly into a microphone. Each child may have a dial on the desk before



AURICULAR TRAINING FOR THE DEAF

him by which he can regulate the pitch and make the reception either high or low according to his ability to hear. This method of instruction, of course, leads to a more natural voice.

The audiometer is an instrument widely used to test the hearing acuity of the individual child. Much improvement has been made in audiometers also. The school should have a new one at an early date. The school, during the past biennium, added two hearing-aids to its classroom equipment. It is planned to add more hearing-aids at a future date.

VOCATIONAL TRAINING

Vocational training is of paramount importance to our students, for it is out in the industrial world that most of them will earn their livelihood. Very few will be able to earn a living in the professional field. Vocational guidance is a very important part of our work.

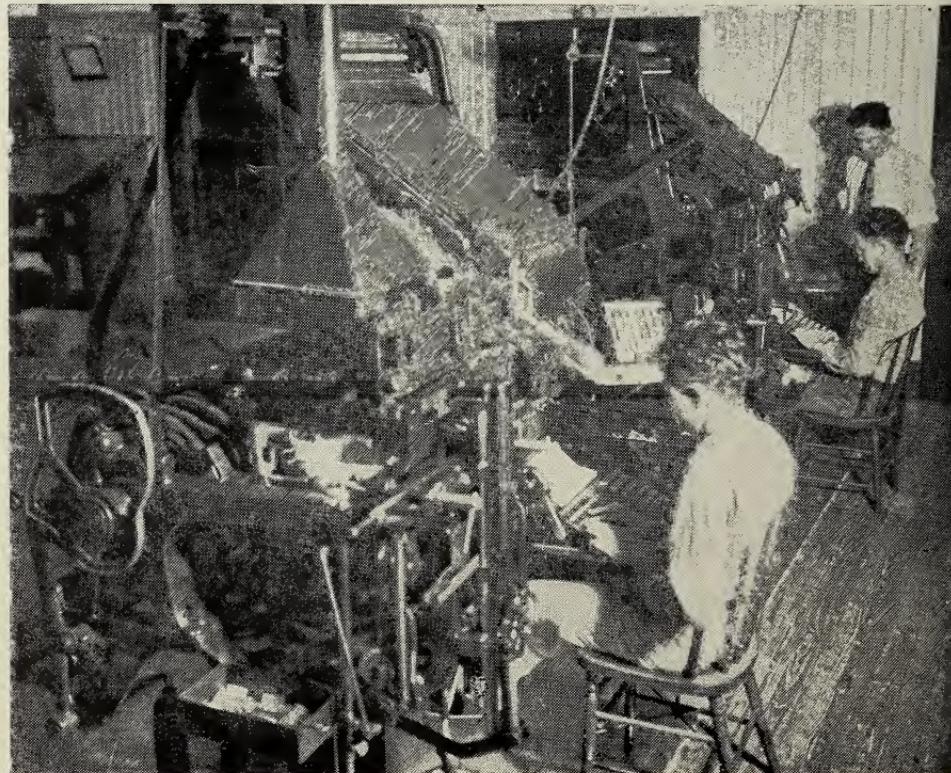
Boys are given an opportunity for what is termed "general shop work," which consists of working under the direction of our superintendent of maintenance, by which they learn to do general repair work in every department of the school. This gives an opportunity to study the ability and aptitude of the individual student, and, we think, helps very much in making proper placement for vocational training. A very careful study is made of the different kinds of vocations and possibility of success in our state. Before a student is allowed definitely to take up the study of any vocation, he is tried out in various kinds of vocational work. Of course, it is understood that vocational instruction in a school of this kind is really pre-vocational. Pupils in the Department for the Deaf are given instruction in printing, linotype-operating, gardening, floriculture, painting, calsomining, wood-working, general carpentry work, shoe-repairing, barbering, general repair work, and elementary plumbing. As much opportunity is given as possible for practical experience. Regular periods are arranged for instruction in shop language.

The girls in the Department for the Deaf receive instruction in dress-making, rug-weaving, typewriting, cooking, plain and fancy sewing, laundry work, home-making, beauty culture, and crafts. A number of students, after completing the course in beauty culture, have obtained positions. All students possessing proper ability have the opportunity to receive some instruction

in art. Several have shown great competency in this department.

Recently we have tried the plan of having the boys receive some of their instruction in some of the down town shops. Last year a class in baking received all of their instruction in one of the up-to-date bakeries, where they received actual experience in the vocation in which they are interested.

The school continues to receive splendid cooperation from the State Department of Vocational Training, which gives our students more intensive training after they leave school. They have been quite successful in making placements after further training has been provided. For that group of students who seem to have made all the progress possible in the academic department, provision has been made for them to spend most of their time in the vocational department where they receive intensive training. Our graduates and ex-students who have completed the course satisfactorily are meeting with a satisfactory degree of success.

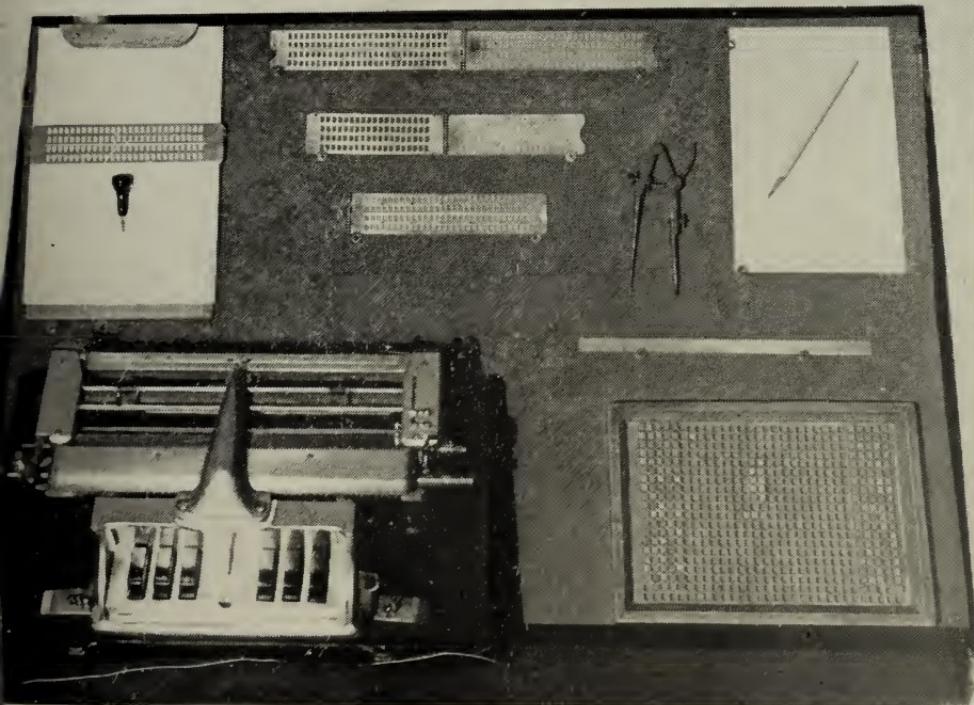


CLASS IN LINOTYPING—PRINTING DEPARTMENT

DEPARTMENT FOR THE BLIND

INSTRUCTION

The problem of the education of a blind child does not present the difficulties of the education of one afflicted with deafness. A blind child has a knowledge of English when he enters school, while a deaf child has no English knowledge at all. The first thing in the education of a blind child is to gain a knowledge of Braille, which consists of reading a system of raised dots, by which a blind person may receive a well-rounded education. Learning Braille requires six to eight weeks, after which the progress of a sightless child is as rapid as that of a normal child in the public schools. The course of study in this department is



SOME OF THE APPARATUS USED BY THE BLIND

1. Braille Desk slate and stylus 2. Braille pocket slate—open 3. Braille post card slate
4. Braille pocket slate—closed 5. Dividers for geometry 6. Pencil writing tablet
7. Braille ruler 8. Braille writer 9. Arithmetic slate

designed for completion in twelve years. About the same curriculum is covered as in the public schools; however, different texts must be used, for it is not possible to obtain those in Braille which are prescribed in the state course of study. Students of this department are also given an opportunity to study music if they have the ability, and also to learn some phase of vocational training.

There follows herewith a report of the head teacher, which covers briefly the classroom instruction in the Department for the Blind:

Dr. C. J. Settles, *President,*
 Florida School for the Deaf and the Blind,
 St. Augustine, Florida

Dear Dr. Settles:-

School opened September 6th with an enrollment of 63 pupils, to which were later added 9 pupils, making a total of 72. Of these 72, 17 were new pupils, 9 of which were in the primary department. During the semester we lost 3 pupils, making our present enrollment 69. The pupils were classified as follows:

	Boys	Girls	Total
Primary	3	1	4
Grade 1	3	2	5
Grade 2	4	2	6
Grade 3	2	2	4
Grade 4	1	3	4
Grade 5	0	5	5
Grade 6	4	1	5
Grade 7	6	2	8
Grade 8	3	2	5
Grade 9	1	2	3
Grade 10	5	2	7
Grade 11	2	2	4
Grade 12	2	1	3
Specials	9	0	9
 Total	45	27	72

The loss of time due to absences was small, giving us an attendance per centage of 96.3. Not all this loss of time was due to sickness, since some of the pupils took extended vacations at Christmas.

It is our aim to make the general course of study as nearly



LEARNING TO READ BRAILLE

like that found in the public schools as is possible, taking into consideration that such a course of study must be adapted to the needs of blind children. Our pupils receive the same academic training found in the public schools, in addition to which they receive a thorough training in music and industrial work to an extent that is not found in the average public school. A thorough foundation in music is given each pupil, after which he is given an opportunity to specialize in some one instrument or in voice, as his ability may indicate. The same holds true for the industrial work.

In the high school department especially we are revamping the general course of study to conform with State requirements for public schools, with special emphasis on the social studies. We have modernized our Literature course, added Economics, Commerical Law, Civic Sociology, and an elective course in Public Speaking, and are gradually supplanting our older text books in other courses with more modern texts. It is impossible to adopt in its entirety the list of texts recommended by the State

because of the fact that many of them are unobtainable in Braille.

In the Primary Department our innovations consist of a toy symphony to teach music appreciation and rhythm, regular periods of rest and relaxation, mid-morning lunch, and the addition of small tables for socialized recitation and the teaching of proper table etiquette.

We are gradually revamping the library according to the reading needs of the pupils. The less-used types of books are being replaced by more widely-read types, and we are adding to the number of books for the lower grades. This semester 160 new volumes have been added to the library, of which 116 volumes were obtained through sponsorship of the State WPA Brailling Project.

A large share of our Federal appropriation was used to purchase new texts for the Colored Department. In that Department Civic Sociology was added to the tenth grade, and the English text was changed to a more modern text.

New equipment added to our Department included:

A supply of simple science equipment was added in the ninth grade, and a cabinet to store this equipment was made for us by the woodworking department.

A new Braille dictionary in 33 volumes was added to the high school room, and a case was made for us in the woodworking department from blue prints obtained from the Texas School for the Blind.

One new portable typewriter was added to the typing room.

Four Talking Book machines, made by a WPA project were lent us by the Federal Government. One machine was sent to the Colored Department, one to the girls' dormitory, and two kept for use in the academic department.

A readjustment was made in the division of classes so as to allow more time to be given to the unclassified students—those who, for one reason or another, cannot fit into any one grade. The fourth and fifth grades were combined in one classroom, leaving the third grade and the "specials" together. This provided opportunity for more individual attention for each unclassified

student according to his needs, and thus sooner fit him into some grade.

In general a satisfactory amount of work was accomplished this semester. There were a few places in which we fell short, due to interruptions in the regular routine. In comparison with public schools we are handicapped by the fact that we are trying to accomplish more work than they in less time. The students are called upon from so many different sources for so much that they really do not have time to give each task its proper attention. Each department demands so much from the same group of students that there is just not enough time to go around.

Our most crying need is for a special room, special equipment and a specially trained teacher for the partially sighted pupils. These pupils are those who do not have enough vision to attend public schools, yet have too much vision to fit comfortably into a Braille class. Since we accept any pupil whose vision handicaps him for retention in a public school, and since we have several new partially sighted pupils each year, provision should be made to meet their special needs. This cannot be done with the equipment and the teaching force we now have.

Respectfully submitted,

Fred V. Mayhue,

Head Teacher.

LIBRARY

The library for the blind contains a large assortment of books covering all phases of literature and supplementary books to aid in the pursuance of the course of study. Generous Federal appropriations have made it possible for the blind to enjoy a much wider range of literature. Also the provision the Federal Government has made for the manufacture of Talking Books has made it possible for thousands of sightless people, who do not have the ability to read Braille, to enjoy literature.

There follows herewith a report of the librarian of the Department for the Blind:

"The use of the library is a vital part of the pupil's education. In it he can find information supplementary to his academic work, and general relaxation and enjoyment. We are gradually revamping our library to meet the reading needs and tastes of our blind pupils, supplanting the less-used books with

those more in demand and more suited to the needs of the pupils. We are placing special emphasis upon books for the pupils of the lower grades, since it is in the young child that the taste for reading must be cultivated if he is to become a consistent reader. By the time the pupil reaches the high school department, there is such a heavy demand upon his time from various sources that if the reading habit is not firmly planted in him he is likely to slight his reading.

"This semester the reading of library books has not been required, but it has been encouraged. We are keeping a record of the books most in demand, and from time to time the various pupils are asked to recommend books they would like to have in the library.

"This semester 160 new volumes were added to the library, 116 volumes of which were obtained through sponsorship of the WPA Brailling Project. These 160 new volumes were about equally divided between books for information and reference, and books for pure reading pleasure. At present our library contains 979 volumes. Our library can accommodate about



BRAILLE LIBRARY FOR THE BLIND

1000 volumes, but as more new ones are added, the less-used ones will be discarded, thus eliminating the need for more shelf-space,

"Each class in the Department for the Blind has one day of the week to exchange their books for others, and to look over the library for books they would like to borrow. The library is in the care of an older student who does all of the work and record-keeping during a free period each day, thus eliminating the need of a teacher in charge.

"We hope that by stressing reading in the younger pupils we can build up the reading habit so that the fullest use will be made of the library without resorting to compulsory reading. For reading to be compulsory often ruins the good that should be accomplished by reading.

"The older pupils do not make as great use of the library as do the younger pupils, for two reasons: (1) The reading habit has not been firmly planted in them, and (2) a great amount of their reading is done with the Talking Book. However, the Talking Book cannot replace the library in the range and variety of reading."

DEPARTMENT OF MUSIC

The school is well equipped to provide musical training for its pupils. It has splendid studios, with more than a dozen individual practice rooms, all supplied with pianos. Pianos are also located in the different dormitories where the pupils have access to them. Facilities are available to give instruction in piano, voice, wind and stringed instruments.

It is not believed that every child taking music will become an accomplished musician. Musical instruction is given for pleasure and with the hope that, in some instances where pupils possess outstanding ability, it may afford them the means of a livelihood.

The school has a splendid orchestra, which plays practically the same kind of selections as found on the programs of the outstanding school orchestras, including an occasional movement from a symphony. The orchestra, as well as individual students, are much in demand for public programs. The school has a splendid chorus also.

ORCHESTRA—Department for the Blind



CHORAL CLASSES—Department for the Blind

At certain intervals public recitals and entertainments are given, to which the general public is invited. Each year the music department presents a Christmas cantata, which is largely attended. In 1939 the title of the Christmas operetta was "The Magi's Gift." It was presented by the choral classes of the Department for the Blind in the school auditorium. Music, both instrumental and vocal, artistic dancing, and almost perfect acting by the sightless pupils, made a splendid production, and it was the comment of the large crowd present that it was almost impossible to believe that students without sight could put on such a production so efficiently.

The following program was given:

THE MAGI'S GIFT

PROLOGUE

Time—England in the Middle Ages

Place—In front of the inn and the cathedral

Act I Christmas Eve

Act II Christmas Day

MUSICAL NUMBERS

Overture

Prologue All's Well (Chant) Wallace Lopez

Act I

1. Opening Chorus:

God Rest You, Merry Gentlemen

Christmas Brings Joy to Every Heart

Oh, Christmas Tree

I Saw Three Ships Carol Singers and Chorus

2. Kolyada Children and Chorus

3. The Magi's Gift June Strickland

4. Morris Dance Bertha Johns, Ethel Stelle, Clarice
Hay, Jacqueline Woodward, Mary
Scherer, Eileen Forsythe

5. Tra-la- umpty-dee The Mummers

6. Christmas Carols:

Come All Ye Children

O Come, Little Children

Midnight Strikes in Yonder Tower Chorus

Adeste Fideles Cathedral Quartette and Chorus

Act II

7. Skating Song	Vivian Eagerton, June Strickland, Hazel Albury, Betty Cain
8. Fum, Fum, Fum	Strolling Players and Chorus
9. O Thou Joyful Day	Chorus
10. The First Noel	Chorus
11. Gloria in Excelsis Deo	Chorus of Angels
12. We Three Kings of Orient Are	Chorus
13. O, Little Town of Bethlehem	Chorus
14. Silent Night	Chorus
15. Cathedral Chimes	

VOCATIONAL TRAINING

Vocational training is stressed for students in this department the same as it is in the Department for the Deaf, for most of the pupils will earn their living in the industrial world, due to the fact that there are not many openings in the professional field. The school has an up-to-date industrial work-shop, under the efficient direction of a graduate of one of our state schools for the blind. In this shop the boys learn to make brooms, mops, brushes, mattresses, door-mats; also they learn chair-caning and upholstering. In order to make the work more interesting and more alive, other state institutions of Florida place their orders with us for brooms and mops. A few pupils with a high degree of sight have become interested in the work of repairing radios and in photography. Some of the best broom shops in the State are owned and managed by graduates and ex-pupils of this school. There is a wide demand for articles made in our work-shop, and the chair-caning department is busy at all times putting new bottoms in chairs which are sent to us.

The girls are given instruction in home economics, rug weaving, crocheting, basketry, dress making, and a few with a high degree of sight have been instructed in beauty culture. One of our graduates is regularly employed and has done well at this vocation.

HOUSEHOLD DEPARTMENT

The general care of the children outside of school hours is entrusted to the personnel of the household department, which consists of a matron and dietitian, who is in full charge of this department; and of house-mothers and house-fathers, especially selected for their educational and moral qualifications, who are



HANDWORK AND SEWING—Department for the Blind



WORKSHOP FOR THE BLIND

in charge of the children every minute they are not in school. Their duties are to look after the children's welfare, morals and health. There are no more important positions in a school of this kind than those filled by these persons, who are directly responsible for the children practically every minute of the day.

HEALTH

We have always been proud of our health program. In caring for handicapped children, especially when a great many of them have weakened bodies due to childhood diseases which have left them deaf or blind, a very careful watch is necessary to keep them in good health and develop their physical make-up. Great care is taken to be certain that the students have plenty of recreation, sufficient rest, and careful supervision at all times. The meals are carefully planned, under the direction of a trained dietitian, and great care is exercised to see that the children have plenty of nourishing food with a plentiful supply of milk and eggs. Plentiful supplies of fruit and green vegetables are provided, and great attention is given to the preparation of the food.

At the beginning of the school year each child has a careful physical examination, and a record card is made out. Thereafter, each child is weighed monthly. If a student is not maintaining his proper weight, he is placed on a special diet and given nourishing food according to his particular needs. During the biennium there was a minimum of illness, and we are glad to say we had no serious cases.

Shortly after Christmas, 1939, we had considerable flu, but none of a serious nature. We are again glad to say we are proud of our health program, which is due to the proper feeding and the careful supervision of personnel into whose hands the care the children is entrusted. During the period of the slight epidemic of flu, there was a great amount of illness among the faculty.

All children entering school for the first time must present negative Wassermann reports before they can be admitted.

During the 1939-1940 school term, all employees and students were tested for tuberculosis through the facilities of the State Board of Health. Out of the four hundred and fifty persons tested, there was only one reactor. This report also bears testimony to the fact that this school has a very splendid health pro-

gram, due to good supervision, well planned recreational and work periods, and splendid medical care.

INFIRMARY

The school infirmary is in charge of a graduate nurse, who is assisted by one practical nurse. The greater part of the work of this department is taking care of minor illnesses and injuries. Our infirmary staff consists of one medical doctor; an ear, eye, and throat specialist; and a dentist. A clinic is held at the beginning of each school year, and all defects are reported on the child's case card. In so far as possible, all defects are corrected during the year. All children requiring glasses are provided with them; a large number of children have had their tonsils removed; and several eye operations have been performed. A few of the eye operations have been so successful that the children have returned to public schools to receive their education.

DAILY PROGRAM

Considerable time and thought is given to planning the daily program in order that all activities may be given proper time and still sufficient time be left for recreation and rest. The regular classroom work is carried on in the morning from eight until one o'clock. The vocational instruction is given in the afternoon from two until four. From four until five, the physical education classes are in session. Saturday is given over to vocational instruction from eight until eleven o'clock. In the afternoon the



Boys at work in the PRINTING DEPARTMENT FOR THE DEAF



VOCATIONAL TRAINING FOR THE DEAF: 1. BEAUTY CULTURE 2. HA



3. TYPING CLASS 4. DOMESTIC SCIENCE 5. PRINTING DEPARTMENT 6. ART DEPARTMENT

children are allowed to go down town, to visit friends, or to follow any recreational activities in which they are particularly interested. The younger children are allowed to go down town at certain intervals under the direction of a supervisor, or house-father, or house-mother. On Sunday the sightless children attend Church down town, while chapel services and Sunday School are conducted for the deaf students at the school. There follows a schedule of our daily program:

ORDER OF THE DAY

SCHOOL DAYS

Rise		6:00 a.m.
Breakfast		7:00 a.m.
School		8:00 a.m.
Recess	10:45 to	11:00 a.m.
Close of School		12:50 p.m.
Dinner		1:05 p.m.
Shops and Industries		2:00 p.m.
Close of Shops and Industries		4:00 p.m.
Recreation	4:00 to	5:00 p.m.
Supper		5:30 p.m.
Study		7:00 to 9:00 p.m.
Retire—Lights out		9:30 p.m.

SATURDAYS

SUNDAYS

Rise	7:00 a.m.
Breakfast	8:00 a.m.
Sunday School	9:00 to 10:00 a.m.
Devotional Exercises	11:00 a.m.
Dinner	1:15 p.m.
Refreshments	5:00 p.m.

Meetings of Christian Endeavor Societies:

Department for the Blind . . .	5:30 p.m.
Department for the Deaf . . .	6:30 p.m.
Retire—Lights out	9:30 p.m.

One of our annual Exhibits put on by the Vocational Departments.



PHYSICAL EDUCATION

Another very important department is the department of physical education. Both boys and girls, from the youngest to the oldest, have a certain period each day for some form of exercise and planned recreation. The work of this department includes physical examinations, individual and group gymnastics, organized and unorganized games, folk and social dancing, and instruction in hygiene and proper health habits, and for the older children, there is a well planned athletic program. For the boys there is football, and basketball for both boys and girls. The teams play nearby public schools and occasionally play other state schools in nearby states. Due to the fact that the majority of our boys are rather immature, the school has not engaged in football to any great extent. The school has good tennis courts and also badminton has been enjoyed a great deal recently. The smaller children in Wartmann and Bloxham Cottages have their



THE SUWANNEE SIX AND THE FLORIDIAN TRIO—1939 gym show, called "Showboat."

well planned recreational program. Instruction in aesthetic dancing is provided for the girls of both departments.

Each spring the school holds what is commonly known as our annual gymnastic exhibition, which is largely attended. This exhibition is really a culmination of the year's work in physical education. In so far as possible, this exhibition is planned so that practically every child will have some part. In 1939 the title of the annual gymnastic exhibition was "The Show Boat." This production was witnessed by more than three thousand people and took place on the athletic field on the banks of Matanzas Bay. All departments of the school worked together to make this particular program an outstanding success. "The Show Boat" itself was built by the boys in the manual training department. The work of decorating was done by the pupils from the department of painting and art. Costumes were made by pupils in the sewing classes. Music was provided by the orchestra from the Department for the Blind, as was the chorus work. The following program was given on May 2, 1939:

THE SHOW BOAT

RIVER FOLK *Students from the Deaf and Blind Departments*
SONG AND DANCE MAN *Charles Sattler*

Act I

LAND O' RHYTHM

SHOW BOAT RHYTHM BOYS *Blind Boys*
DIXIE TAPPERS *Deaf Girls*
PYRAMIDS *Blind Boys*
STEP IN TIME *Deaf Girls*

Mrs. W. Maine Hutson, Accompanist

(Original music line routine by O. Osburn)

Act II

WAY DOWN YONDER IN NEW ORLEANS

STEPPIN' OUT *Betty Cain, June Strickland*
CREOLE BABIES *Primary Deaf Girls*

ACT III

THE SUWANNEE SIX *Junior and Senior Deaf Girls*

ACT IV

SHOW BOAT SAILORS *Deaf Boys*

ACT V

FLORIDIAN TRIO *Ray Railsback, Jack Sumner, Marvin McClain*

**Act VI
ON THE LEVEE**

LEVEE CHORUS	<i>Blind Chorus</i>
LEVEE STOMP	<i>Blind Girls</i>
SMALL FRY-DANCE	<i>Wartmann Cottage Deaf Boys</i>
SAM THAT OLD ACCORDION MAN	<i>Albert Asenjo</i>
SHORT'NIN' BREAD—Dance	<i>Senior Class Girls</i>

**Act VII
MEN IN BRONZE**

- | | |
|-----------------------|----------------------------|
| 1. Wheel of Progress | 4. Evolution of the Discus |
| 2. The Boxers | 5. Varied Sports |
| 3. Football | 6. Victory |
| (From huddle to play) | |

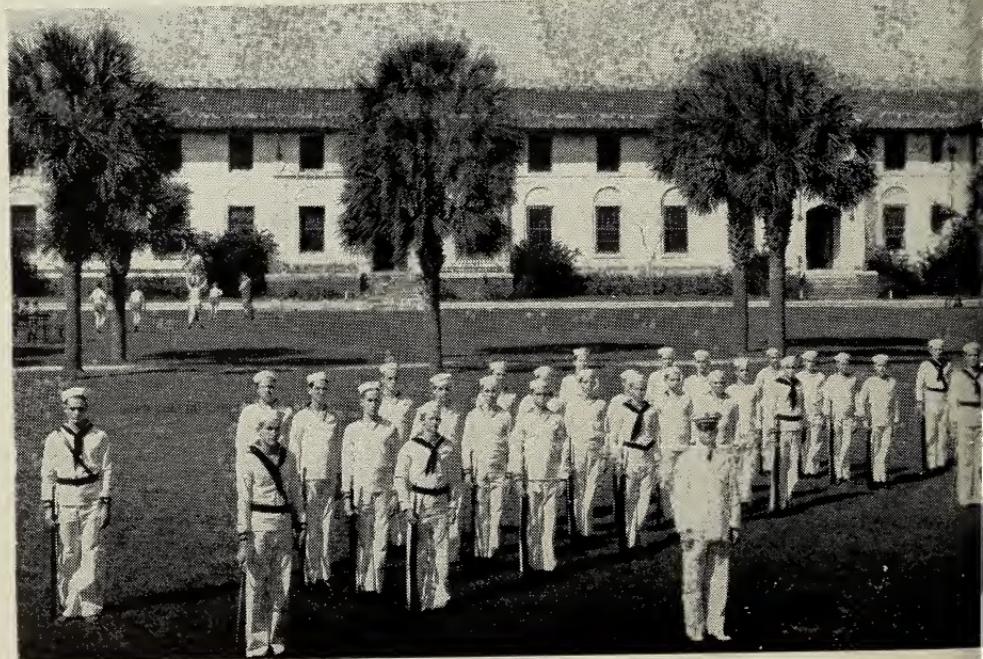
**Act VIII
MEMORIES OF STEPHEN FOSTER**

ORCHESTRA	<i>Blind Department</i>
MY OLD KENTUCKY HOME	<i>Blind Girls</i>
DANCE ENSEMBLE	<i>Senior Deaf Girls</i>

FINALE

MILITARY TRAINING

The school continues to carry on military training in a very small way with the older deaf boys. There are many good points



MILITARY TRAINING FOR THE DEAF

about this phase of our work. It helps to develop good personal traits, proper carriage, and develops initiative and alertness. We believe it helps out a great deal in the matter of discipline. This department is in great demand for special parades and entertainments.

FARM AND DAIRY

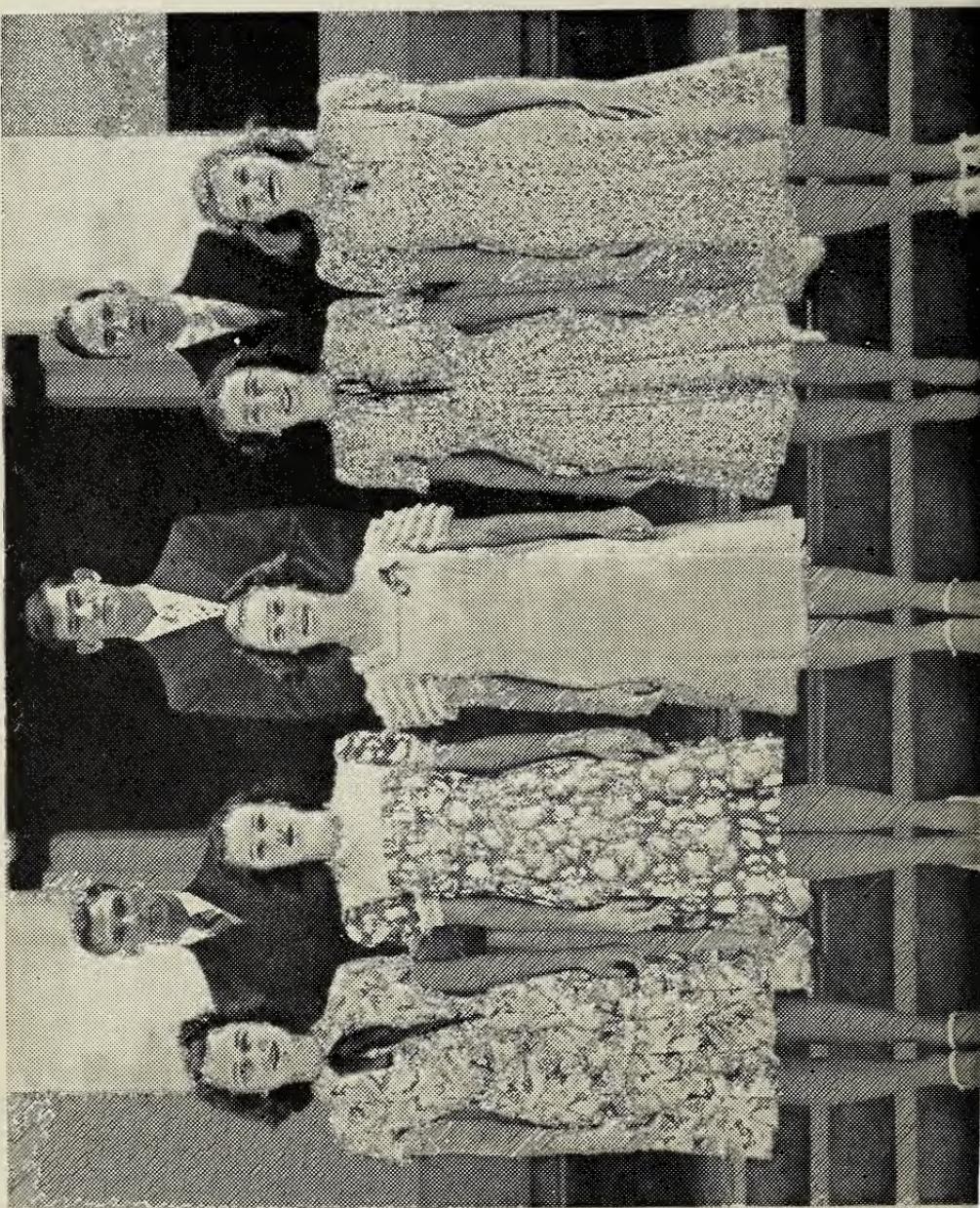
A great deal of improvement has been made at the farm at Casa Cola. Two WPA grubbing and clearing-of-land projects have been completed during the past biennium, by which we were enabled to clear a large amount of land. This land is being used to grow forage for the cattle and vegetables for use at the school. A considerable acreage has been put to clover pasture, and the school has one of the finest pastures in the State of Florida. Also with the cooperation of the WPA, a road was built from the St. Augustine-Jacksonville Highway to the school farm.

23.62 acres of land were purchased during the biennium. This acreage was between the land owned by the school and the St. Augustine-Jacksonville Highway. This purchase gives the school farm a frontage of about 1500 feet on the St. Augustine-Jacksonville Highway.

The farm is proving a splendid asset to the school. During the past year it provided 29,247 gallons of milk and 3,149 dozen eggs. The school has a very fine herd of Jersey cattle. The herd now consists of 63 head of cattle, all Federally accredited as being free from t. b. and Bang's Disease. Off-spring from the best dams are kept for replacement purposes. During the past biennium there has been an increased demand for stock from this herd by farmers in St. Johns and nearby counties. After a careful study of records of the poultry flock over a period of years, we came to the conclusion that we could buy eggs on the open market cheaper than we could produce them, and also save considerable time, thought, and effort. Consequently, at the close of the biennium, the poultry flock was disposed of.

Each year we have grown sufficient cane to fill our one-hundred-ton silo, which furnishes plenty of succulent food for the dairy herd during the winter months. In the future, the school should be able to derive from the farm a more plentiful supply of vegetables for use at the main plant.

The school has a herd of hogs which is largely maintained by the refuse from the main plant. This project furnishes a considerable supply of pork during the winter months.



A school farm, properly managed, can be a very great asset to a school of this kind. The several farm projects have aided very much in the matter of providing a properly balanced diet for our student body and will be of more help as more land is cleared and developed.

REPAIRS AND IMPROVEMENTS

There were no major improvements made during the past biennium. The usual repair program was carried out during the summer months. This consisted chiefly of putting on new plaster and redecorating the interiors of several different buildings.

During the past biennium 23.62 acres of land were added to the school farm at Casa Cola, giving the farm a frontage of slightly more than 1500 feet on the St. Augustine-Jacksonville Highway. Two new houses were constructed at the farm to help take care of the farm help. A small mule shed was also constructed at the farm. Under the direction of the WPA, two projects were completed. The completion of these projects meant the clearing of a large amount of ground which will be put into pasture land for the dairy herd and vegetables for use at the main plant. A sixty-six foot highway was built from the St. Augustine-Jacksonville Highway to the school farm at Casa Cola, under the direction of the WPA. The Florida Power and Light Company extended its lines to the school farm.

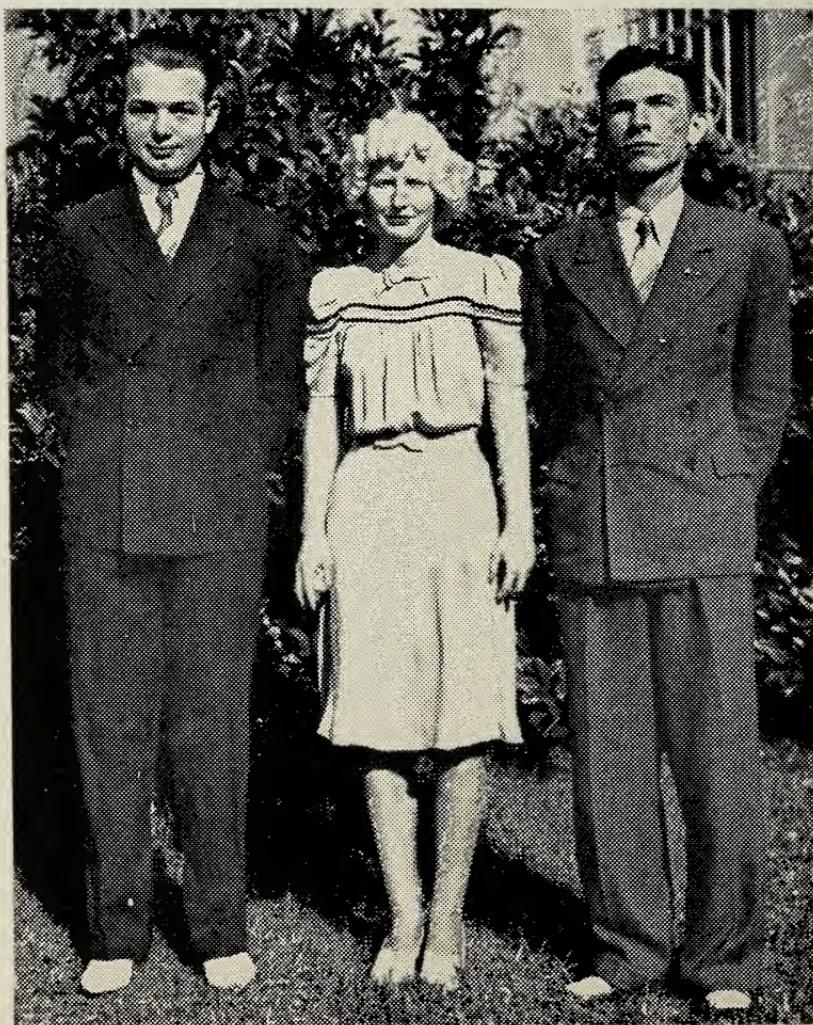
Numerous small repairs and improvements were made about the main plant. Additional lighting fixtures and better lighting facilities have been placed in the classrooms which makes reading and studying much easier on the eyes of the students.

GRADUATES

In May, 1939, there were nine graduates from the school; one from the Department for the Deaf: James Davis of Miami; six from the Department for the Blind: May Stelle of Miami, Myrlen Jordan of Aucilla, Orian Osburn of Dade City, Leonard Warren of Key West, Marie Dean of Lakeland, and Grover Smith of Tampa; and two from the Department for the Colored Deaf: Barbara Brown of Jacksonville and Estella Annie Reid of Perry. The annual commencement address was given by the Rt. Rev. Frank A. Juhan, Bishop of the Episcopal Diocese of Florida. Rev. Juhan developed his theme around the question, "How Are We Going to Get Power Out of Life?" giving his answer from the

word "power" which spells the clues and paths that must be followed if we are going to find power for life. "P" is for preparation, "o" for obedience, "w" for work, "e" for endurance, and "r" for responsibility.

In May, 1940, there were fifteen graduates from the school; three from the Department for the Blind: Ethel Stelle, Charles Sattler, and Bobby May, all of Miami; eight from the Department for the Deaf: Medora Crowell of Miami, Mary Olive of Hallandale; Lucille Brown of Miami, Nathalie Oakley of



CLASS OF 1940—Department for the Blind

Lakeland, Elsie Wiggins of Miami, Homer Altman of Canal Point, Sawley Helms of Winter Park, and Charles Lockey of Tallahassee; four from the Department for the Colored Blind: Queen E. Williams and Ida Mae Williams of Kissimmee, Vera Mae Fleming of Ocala, and Joe Lee Lawrence of Jacksonville. The commencement address was given by Honorable R. A. Gray, Secretary of State. Secretary Gray developed his talk around the theme, "Building the World of Tomorrow with the Tools of Today." In his remarks, the speaker developed the thought that the sum total of the efforts of the numerous workmen and craftsmen of our nation will be the world of tomorrow, its atmosphere, its offerings, its holdouts, its shortcomings, its completeness, its interests, its happiness, and its joys. How much of the color and the tone of each will be in the blending depends upon our handling of the tools of today.

PUPILS IN INSTITUTIONS OF HIGHER LEARNING

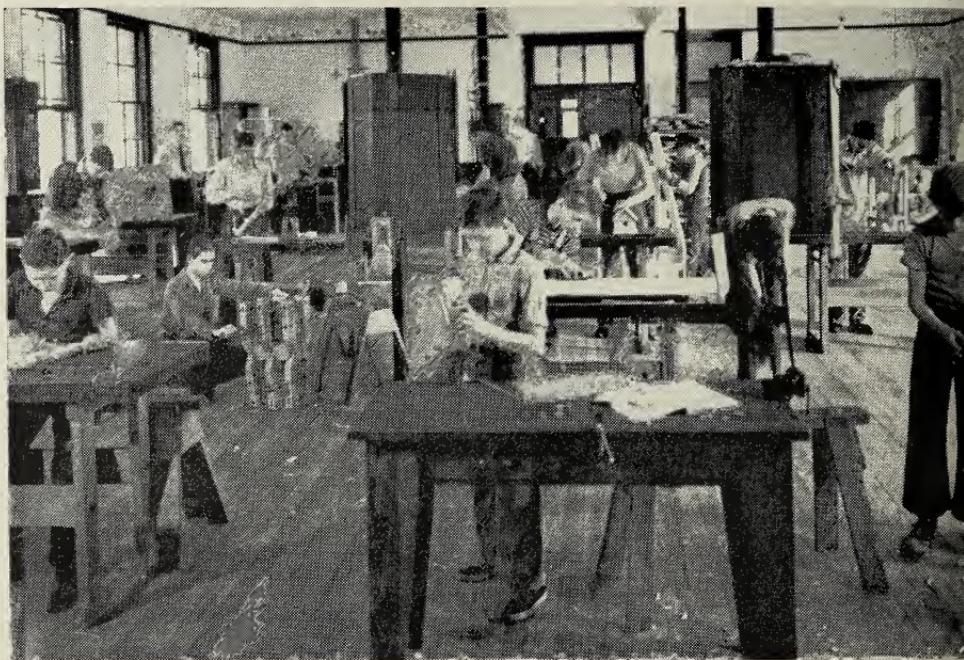
The last legislature provided a scholarship fund of \$1400.00 for those of our pupils who possess the ability to pass college entrance examinations and who have the desire to attend institutions of higher learning. At the present time there are six graduates of this school, from our Department for the Deaf, enrolled in Gallaudet College, the national college for the deaf at Washington, D. C. They are Albert Reeves of Myrtle Grove, Leander Moore of Jacksonville, James Davis of Miami, Annette Long of Tallahassee, Frances Todd of Tampa, and Robert Edwards of Callahan. The following graduates of our Department for the Blind are attending institutions of higher learning: Kathryn Reardon of Ocala and Orian Osburn of Dade City attend Stetson University at DeLand, Florida, and May Stelle of Miami attends the University of Miami at Miami, Florida.

Robert Barnett and Doris Hodges of Jacksonville, who graduated from our Department for the Blind in 1936, graduated last June, 1940, from Stetson University. Mr. Barnett, at the present time, is publicity director for Stetson University.

More and more of our boys and girls are becoming interested in higher education.

PROFESSIONAL IMPROVEMENT

The members of the faculty have attended summer schools with regularity. Also, some have been in regular attendance at



WOODWORKING—Department for the Deaf



SHOE-REPAIRING—Department for the Deaf

national conventions. In October, 1939, the President of the School attended the Conference of Executives of American Schools for the Deaf, held at Gallaudet College in Washington, D. C. At the Conference, which meets triennially, every phase of the work relative to the education of the deaf in America was considered and discussed. At this meeting, the President of the Florida School delivered a paper and lead the discussion on "Normal Training for Colored Teachers."

In June, 1940, the President attended the 50th Anniversary Meeting for the American Association to Promote the Teaching of Speech to the Deaf, which was held at the Rhode Island School for the Deaf at Providence, Rhode Island. The Association was established by Alexander Graham Bell, who contributed much to the education of the deaf in America. The theme of the conference was "The Adjustment of the Deaf to Their Hearing Contemporaries." Much of the program was built around the early history of the Association, and great honor was paid to the founder of the Association, Dr. Alexander Graham Bell. This meeting was also attended by Mr. Louis Gerber, one of the faculty members of the Florida School. At this meeting the President of the School brought greetings from the Convention of American Instructors of the Deaf.

In June, 1940, the President attended the 35th Biennial Meeting of the American Instructors of the Blind, which was held at the Western Pennsylvania School for the Blind, in Pittsburgh, Pennsylvania. The attendance at this meeting was the largest it has been in years and all phases of the work of educating the blind was considered and discussed. Miss Ruth Abee, one of the faculty members of the Florida School, was also in attendance at this meeting.

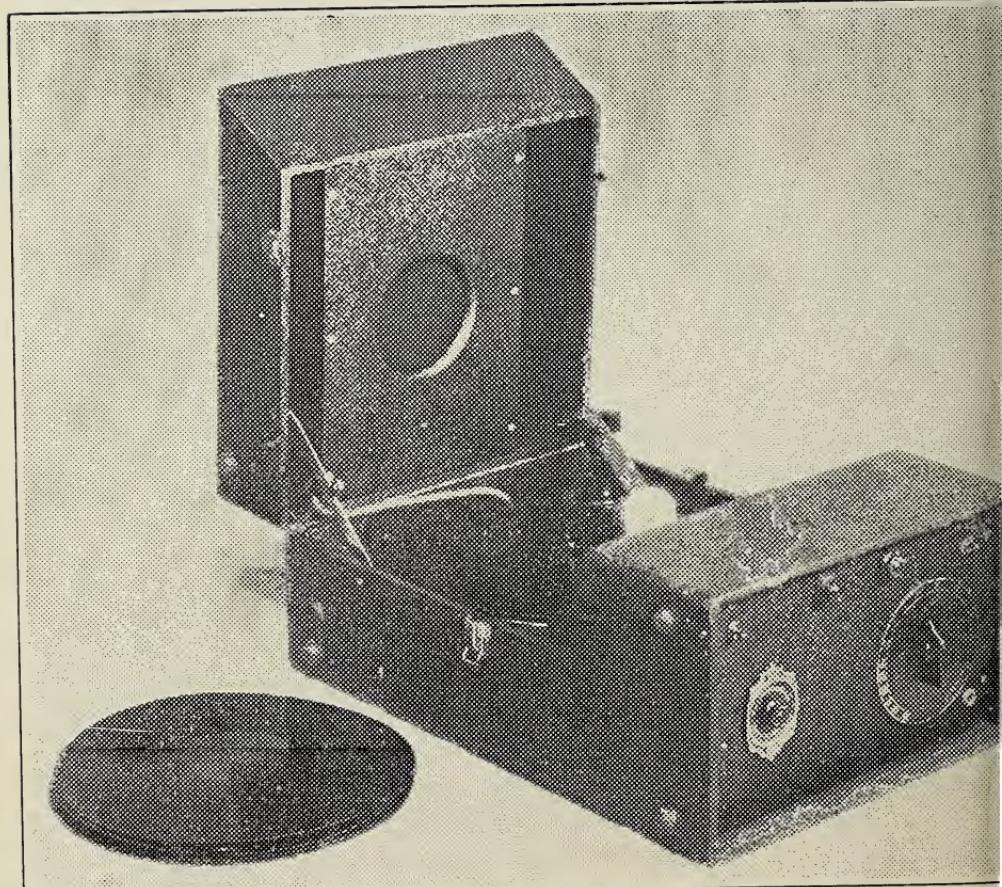
In July, 1940, the President attended the annual meeting of the Board of Trustees of the American Printing House for the Blind at Louisville, Kentucky. The American Printing House for the Blind is a Federally supported institution which provides Braille books and tangible apparatus used in the education of the blind. Due to the increased Congressional appropriation in recent years, the institution has been able to increase its scope of usefulness to the blind and has provided a much wider range of reading matter and now it is making provision to manufacture records for Talking Books on a large scale.

All faculty members have membership in the Florida Edu-

THE BRAILLE ALPHABET

A	B	C	D	E	F	G	H	I	J
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USED BY THE BLIND



TALKING BOOK FOR THE BLIND

cation Association. Each faculty member has membership in a national organization which covers his or her field of work. One hundred per cent membership is carried in the following organizations: The American Association to Promote the Teaching of Speech to the Deaf, The Convention of American Instructors of the Deaf, The American Association of Workers for the Blind, and the American Instructors of the Blind.

RESIGNATIONS AND APPOINTMENTS

In June, 1939, resignations were submitted by the following: (1) Miss Dorothy Winemiller, because of ill health, (2) Miss Edna Miller, to be married; and (3) Misses Elizabeth Dunn and Charlotte Stiles, to accept positions in the Western Pennsylvania School for the Blind. The vacancies created by these resignations were filled by the appointment of Miss Zoe Marshall of the Idaho School for the Deaf, Mrs. Eleanor Burns, who served on temporary assignment, and Miss Zerline Fifield.

In June, 1940, the following resignations were submitted: (1) Mrs. Lucile M. Moore, as Supervising Teacher in the Department for the Deaf, because of ill health; Mrs. Moore had been connected with the Florida School for the Deaf and the Blind for twenty-eight years; (2) Miss Alice Dickinson, to accept a position in the Daytona Beach Public Schools as teacher of physical education; (3) Mrs. Phyllis R. Leonard as librarian, to accept a position as Secretary of the Florida State Nurses' Association. The following appointments were made to fill the vacancies: Miss Harriett T. Greene from the North Carolina School for the Deaf; Miss Alyce Thompson was promoted to the position of Supervising Teacher in the Department for the Deaf; Miss Clarissa Pickles of Perkins Institution for the Blind was appointed as librarian. The vacancy created by Miss Thompson's promotion was filled by the appointment of Mr. F. Alfred Caligiuri of the Mississippi School for the Deaf.

SOCIAL AND STUDENT ACTIVITIES

Necessarily the schedule of a residential school must be well arranged and closely adhered to if maximum results are to be obtained. However, it is also necessary to have a sufficient amount of time for recreation and social diversion. The schedules are so arranged that, in addition to a recreational program, the students have plenty of time to visit friends and to make frequent

visits down town to places of interest. Monthly parties and socials are held under the supervision of members of the faculty. Frequent hikes and excursions are taken to the beach and places in and near St. Augustine.

Well organized literary societies and Christian Endeavors are held for students of each department. The students are encouraged to prepare the programs themselves under the direction of a committee from the faculty. Every effort is made to give the students opportunity to develop poise, initiative, and self-reliance.

The pupils frequently attend the motion pictures down town, while every two weeks motion pictures are shown in the school auditorium. Toward the close of the school year picnics are held for the entire student body. The school is conducted as much on the home plan as possible, and every opportunity is given to develop initiative and leadership.

NECROLOGY

Near the close of the biennium, the school lost two faithful employees through death. Miss Nannie Carpenter, who had served the school as supervisor over the intermediate deaf boys for a period of nineteen years, passed away because of complications from the flu. Miss Carpenter was born in Jacksonville, Calhoun County, Alabama, on November 27, 1880, and passed away in Anniston, Alabama, on April 22, 1940.

Mr. Zacharias Tadema, who had been employed as landscaper and lawn man for several years, passed away the latter part of June. He was an expert in his line and developed many beautiful places along the East Coast of Florida. Mr. Tadema was born in Frieseland, Holland, on August 31, 1863, and passed away in St. Augustine, Florida, on June 13, 1940.

APPROPRIATION REQUEST FOR 1941-1943

	1st Year	2nd Year
Salaries	\$ 89,905.00	\$ 89,905.00
Necessary and Regular Expenses	\$120,516.50	\$120,516.50
GRAND TOTAL		\$420,843.00

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

SUMMARY OF PROPOSED BUDGET

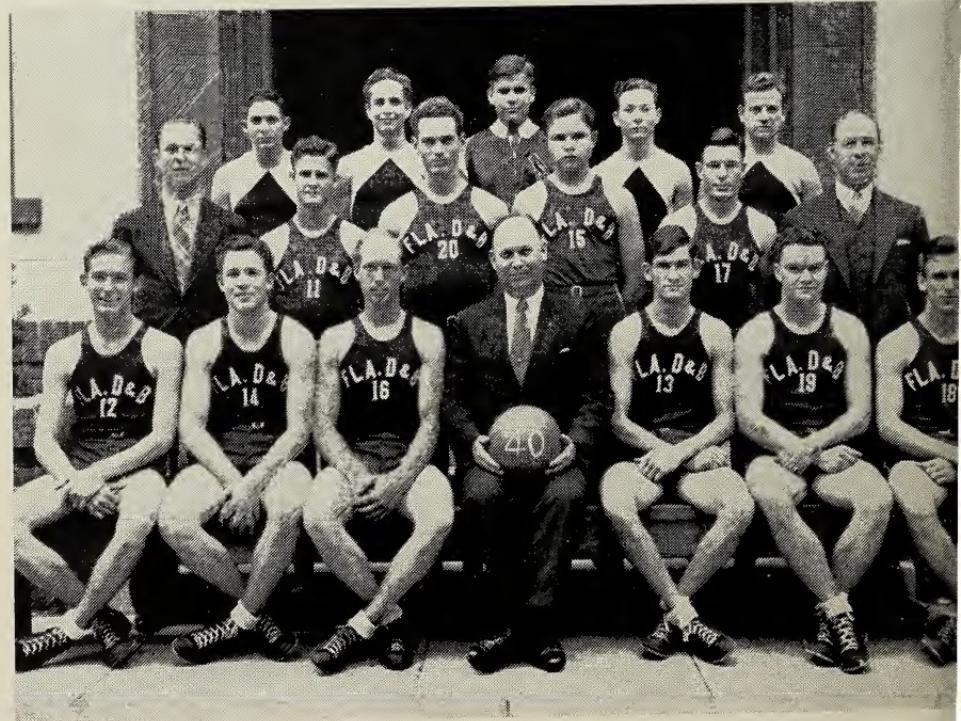
FOR 1941-1942

<i>Department</i>	<i>Total</i>	<i>Salaries</i>	<i>Necessary and Regular Expenses</i>
Administration	\$ 9,485.00	\$ 5,970.00	\$ 3,515.00
Maintenance and Operation of Plant	64,066.50	5,060.00	59,006.50
School for the Deaf	56,570.00	50,650.00	5,920.00
School for the Blind	21,585.00	16,095.00	5,490.00
Dormitories	12,715.00	9,515.00	3,200.00
Dining Halls	31,970.00	2,785.00	29,185.00
Laundry	2,150.00		2,150.00
Hospital	4,405.00	3,330.00	1,075.00
Recreation	575.00		575.00
Dairy	7,940.00		7,940.00
Produce Farm (including Hogs)	2,460.00		2,460.00
TOTALS	\$213,921.50	\$93,405.00	\$120,516.50

NOTE: \$3,500.00 of the total amount of \$93,405.00 for Salaries is from earnings of the School, leaving a balance of \$89,905.00 to come from the Legislative appropriation.

PERMANENT IMPROVEMENTS

<i>Description</i>	<i>Requested</i>	
	1 Year	2 Years
Shop, Garage and Maintenance Building	\$ 22,500.00	
Second Boiler at Main Plant and Installation of New Heating Plant at Colored School		
Bloxham and Wartmann Cottages and underground lines	21,000.000	
Repairs to Industrial Building	7,500.00	
Repairs to Service and Laundry Building	4,500.00	
TOTAL	\$ 55,500.00	



1940 BASKETBALL TEAMS—Department for the Deaf

EXPLANATORY NOTES

Following the form suggested to us by the State Budget Commission, we are setting up our appropriation requests for the 1941-1943 Biennial period under two general headings:

- (1) Salaries; (2) Necessary and Regular Expenses.

SALARIES

Under the heading of Salaries, we are requesting the sum of \$89,905.00 for each year of the Biennium. This represents an increase of \$2,150.00 over the past Biennium. I am asking for this increased amount of \$2,150.00 to set up in our budget, under the heading of Salaries, an item under the heading of Special Status, in amount of \$1,200.00, which is to take care of some of our employees who have given long and faithful service and are eligible for retirement. The balance is for increases in salaries, which have been well earned and are well deserved.

MAINTENANCE

Under the general heading of Maintenance, we are requesting \$120,516.50. This is an increase of \$10,000.00 over the last Biennial appropriation, for each year. This \$10,000.00 increase is to take care of new lavatory facilities in Walker Hall, Bloxham Cottage, the Colored School, and additional general repair work. Also, a small part will be used for equipment.

Much of the machinery in the vocational department is antiquated and completely out of date. Also, a considerable amount of machinery and equipment about the entire plant is old and deteriorating very fast. A substantial amount of money is needed for replacements. It would also be a splendid thing to provide additional equipment for additional trades. Auto-mechanics should be added.

SCHOLARSHIPS

We are asking for no increase in Scholarships. We are requesting \$1,375.00 for this purpose, which, if granted, will permit a few of our boys and girls from the Department for the Deaf and the Department for the Blind to attend institutions of higher learning.

EQUIPMENT

A certain amount of new equipment is absolutely imperative. Electrical refrigeration at the Colored School and the Cottages is practically beyond repair. Also, we desire to add a few more group mechanical hearing aids for the development of residual hearing and the instruction of deaf children. More equipment of a scientific nature is needed in the Department for the Blind. A small amount of new equipment is needed at the farm. In the near future, refrigeration should be installed at the farm, in order to keep the milk supply in a more sanitary condition.

PERMANENT IMPROVEMENTS

Shop, Garage, and Maintenance Building

At the present time the school has no place to take care of the supplies for building and repair purposes, and a shop for the superintendent of maintenance. We are requesting the sum of \$22,500.00 for the erection of a shop, garage, and maintenance building.

Second Boiler at Main Plant and Installation of New Plant at Colored School, and Bloxham and Wartmann Cottages

Practically none of the \$39,000.00 appropriated by the last Legislature for a new heating plant has been released for this improvement; however, by strictest economy, plans have been made for the installation of one boiler and oil burning equipment at the main plant. In order to complete this imperative need, we are requesting the sum of \$1,000.00.

Repairs to Industrial Building

The industrial building is badly in need of repairs. The plaster and plumbing is in bad shape, and unless the towers on the building are repaired at an early date, it will be necessary to remove them. \$7,500.00 is requested.

Repairs to Service Building

This building, which houses the Negro help and the laundry is also badly in need of repairs. For this repair program, we are requesting \$4,500.00.

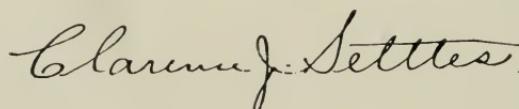
CONCLUSION

The purpose of the School is to render an educational service to a group of children who have a special need. It is the desire of the School to send each of its students out into the world with good academic education, high Christian ideals, and with pre-vocational training, by which they will be able to fit into the economic and social plan of life and render a happy and useful service. Graduates and former students of the school are following many different vocations with success. Several of our most talented graduates have completed their course and graduated from institutions of higher learning.

In concluding this Report, I want to express my appreciation to the State Board of Control for its splendid interest, wise counsel, and helpful suggestions in administering the different affairs of the School. Also, I want to express my appreciation to the Governor and to the State Board of Education for their interest in our problems and the splendid help rendered on different occasions.

For the faithfulness of the staff and the employees to their many difficult duties and the interest in the different phases of the work, which all have culminated in making the work of the Biennium a success, I am very grateful.

Respectfully submitted,



President.

**FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
FINANCIAL STATEMENT**

1938-1939

Receipts:

Legislature Appropriation for Necessary and Regular Expenses for 1938-1939	\$ 96,000.00
Balance from 1937-1938 Appropriation	2,678.46
	<hr/>
	\$ 98,678.46

Disbursements:

Administration	\$ 3,966.03
Maintenance and Operation of Plant	31,682.04
School for the Deaf	5,483.85
School for the Blind	4,476.28
Dormitories	3,360.33
Dining Halls	37,176.52
Laundry	1,991.77
Hospital	892.60
Recreation	687.56
Dairy	6,273.95
Poultry	1,152.57
Produce Farm	1,499.56
Hogs	33.82
	<hr/>
Balance	\$ 98,676.88
	<hr/>
Balance	\$ 1.58

Appropriated for Salaries for 1938-1939	\$ 85,000.00
Balance from 1937-1938 Appropriation	370.11
	<hr/>
Disbursed for Salaries for 1938-1939	\$ 85,370.11
	<hr/>
Balance	\$ 85,369.54
	<hr/>
Balance	\$.57

PERMANENT BUILDING FUND

Amount brought forward July 1, 1938	\$ 3,451.99
Received to June, 1939	311.67
	<hr/>
Balance	\$ 3,763.66

No disbursements:

INCIDENTAL FUND

Amount brought forward July 1, 1938	\$ 6,239.76
Received to June, 1939	1.95
	<hr/>
Balance	\$ 6,241.71

No disbursements:

BOARD OF CONTROL ACCOUNT

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

Amount brought forward July 1, 1938	\$ 6,197.08
Received to June 30, 1939	19,106.97

	\$ 25,304.05
Disbursed during the year 1938-1939	7,690.40

Balance	\$ 17,613.65

FINANCIAL STATEMENT

1939-1940

Receipts:

Legislature Appropriation for Necessary and Regular Expenses for 1939-1940	\$ 110,516.50
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Disbursements:

Administration	\$ 3,228.78
Maintenance and Operation of Plant	34,490.26
School for the Deaf	4,890.16
School for the Blind	3,934.99
Dormitories	3,207.49
Dining Halls	26,776.48
Laundry	2,165.86
Hospital	1,063.88
Recreation	571.40
Dairy	6,953.60
Poultry	1,273.12
Produce Farm	1,821.33

Balance	\$ 90,377.35

Balance	\$ 20,139.15
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Appropriated for Salaries for 1939-1940	\$ 87,755.00
Disbursed for Salaries for 1939-1940	84,241.55

Balance	\$ 3,513.45
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Appropriated for Permanent Improvements	\$ 49,360.00
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No disbursements:

PERMANENT BUILDING FUND

Amount brought forward July 1, 1939	\$ 3,763.66
Received to June, 1940	481.36

Balance	\$ 4,245.02
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No disbursements:

(Continued to next page)

INCIDENTIAL FUND

Amount brought forward July 1, 1939	\$ 6,241.71
Received to June, 1940	4,613.25
Balance	\$ 10,854.96
No disbursements:	

BOARD OF CONTROL ACCOUNT

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

Amount brought forward July 1, 1939	\$ 17,613.65
Received to June 30, 1940	1,731.71
Disbursed during the year 1939-1940	\$ 19,345.36
Balance	760.00
Balance	\$ 18,585.36



OLDER PUPILS' DINING ROOM—Walker Hall

LIST OF WHITE GRADUATES

Class of 1898

Artemas Winifred Pope	Deaf
Cora Carlton	Deaf

Class of 1907

Eugenia Wilson	Deaf
Nettalian Vanderpool	Deaf

Class of 1908

DeWitt Lightsey	Blind
Alice Carlton	Deaf

Class of 1911

Lucius Emerson	Blind
Lula Barfield	Blind

Class of 1913

Henry Stephen Austin	Deaf
Henry Raymond Rou	Deaf
Willie Harvey Townsend	Deaf

Class of 1914

Minnie Violet Clemons	Deaf
Sarah Virginia Johnson	Deaf
Roxie Rice Jordan	Deaf
Charles Edward Manire	Deaf

Class of 1915

Mabel Bates	Blind
Pearl Brown	Blind
Bessie Sikes	Blind

Class of 1918

Lola Ashley	Blind
Annie Lee Barksdale	Blind
Arthur Dye	Blind
Laurence Randall	Deaf

Class of 1919

Dixie Clyde Fernside	Deaf
Amelia Theresa Loring	Deaf
Lalla E. Wilson	Deaf
Uriel Jones	Deaf

Class of 1921		
Annie Louise Clemons	.	Deaf
Mary Jim Crump	.	Deaf
Pearl Helen Holland	.	Deaf
Class of 1922		
Rosie Nasrallah	.	Blind
Class of 1925		
Willie Butler	.	Blind
Frances Johnson	.	Blind
Class of 1926		
Majorie K. Eigle	.	Deaf
Gladys L. Eastman	.	Deaf
Class of 1927		
Florian Caliguiri	.	Deaf
William A. Hall	.	Deaf
Julius L. Myers	.	Deaf
Class of 1928		
Georgette E. Duval	.	Deaf
Florence K. Wells	.	Deaf
Benjamin F. King	.	Deaf
William Edward Clemons	.	Deaf
Gladys M. Jones	.	Blind
Stewart M. Yates	.	Blind
Albert H. Macy	.	Blind
Aubrey B. Martin	.	Blind
Class of 1930		
Bessie Henderson	.	Deaf
Helen Salter	.	Blind
Nell Norton	.	Blind
Class of 1931		
L. E. Jennings	.	Deaf
Dan Long	.	Deaf
Warren Wilson	.	Deaf
Khaleel Kalal	.	Deaf
Antonio Virsida	.	Deaf
Robert Hoagland	.	Deaf
Class of 1932		
Reba Blackwelder	.	Deaf
Aileen Grace	.	Blind

Lucy Dent Smith	Blind
Alexander Nasrallah	Blind
Walter Nasrallah	Blind
Ernest Shaheen	Blind

Class of 1933

Charles M. McNeilly	Deaf
Jans Rosier	Deaf

Class of 1934

Beatrice David	Blind
Clara Stevenson	Deaf
Ethel Crawford	Deaf

Class of 1935

Velma Cumbie	Deaf
Janet Lightbourn	Deaf
Pauline Register	Deaf
Loyce Ommie Barfield	Deaf
Bernita Flora Gilberstadt	Blind
Albert Forrest Reeves	Deaf
Harry Joseph Schaffner, Jr.	Deaf
Edwin Laurens Bledsoe	Deaf
Gladys Louise Murrell	Blind
Edwin Joseph Holly	Blind

Class of 1936

Doris Sabra Hodges	Blind
Marvin Robert Barnett	Blind

Class of 1937

Donald B. Shaefer	Blind
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Class of 1938

Thomas Leroy Cooper	Deaf
Robert Brookter Edwards	Deaf
Mabel Josephine Johnson	Deaf
Robert Eugene Polk	Deaf
Mitchell Abraham Kalal	Deaf
Annette Long	Deaf
Harry Leander Moore, Jr.	Deaf
Carlie Frances Todd	Deaf
Lorraine Wertheim	Deaf
Doris Kathryn Reardon	Blind

Class of 1939

Class of 1940

A LIST OF COLORED GRADUATES

Class of 1914

Class of 1925

Cary White Deaf
Georgia Hall Blind

Class of 1928

Reginald Green Blind
Leroy Lundy Blind
Herbert Moore Blind

Class of 1930

Jodie M. Jackson Blind

Class of 1931

Moses Singleton Blind
Washington Jones Blind
Ernest Lawrence Blind

Class of 1932

Annie M. Stevens Deaf

Class of 1933

Johnnie James	Deaf
Jennie L. Nelson	Deaf
Geneva Daniels	Deaf

Class of 1934

Melda Rawls	Deaf
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Class of 1935

Daisy B. Moore	Deaf
Marie Richardson	Deaf
Jesse Lawrence	Deaf
J. B. Sallet	Deaf
Fitzhugh White	Deaf
Alexander Hartley	Blind

Class of 1936

Robert White	Deaf
Glennie Owens	Deaf
Timothy Morris	Deaf

Class of 1937

Willie Edna Jackson	Deaf
Ruby Ann Young	Deaf
Willie Edward Danzy	Deaf

Class of 1938

Charlie Frank Simmons	Deaf
Freddie Irving Rozier	Blind

Class of 1939

Barbara Brown	Deaf
Estella Annie Reid	Deaf

Class of 1940

Queen E. Williams	Blind
Ida Mae Williams	Blind
Vera Mae Fleming	Blind
Joe Lee Lawrence	Blind

ROSTER OF STUDENTS

Biennium 1938-1940

Deaf Boys

1. Altman, Homer Lawrence	Hendry
2. Anderson, Burton	Orange
3. Armstrong, Gordon	Dade
4. Bissell, Robert DeWitt	Broward
5. Bradley, George LeRoy, Jr.	Duval
6. Bryan, Delmar	Broward
7. Carre, John Eugene	Putnam
8. Carter, Ralph	Jackson
9. Cassady, Clyde Harold, Jr.	Sumter
10. Chandler, Miles	Palm Beach
11. Clements, Clifford	Polk
12. Colley, James Alfred	Putnam
13. Crews, Jerry	Duval
14. Crichton, Powell	New York, N. Y.
15. Crum, Fred	Wakulla
16. Cumbie, Doug'as	Hillsborough
17. Daugherty, Jack Otis	St. Johns
18. Davis, Jimmie	Dade
19. Davis, Norman Willis	Lee
20. Daw, David Luther	Escambia
21. Dickey, John Parker	Duval
22. Dyal, L. D., Jr.	Nassau
23. Edwards, Robert	Nassau
24. Edwards, William	Gadsden
25. Elkes, Eugene R., Jr.	Hillsborough
26. Enfinger, Paul E.	Leon
27. Fazio, Joseph	St. Johns
28. Fleming, Roger	Suwannee
29. Fox, Edgar	Dade
30. Gardner, James Edgar	Hillsborough
31. Gatchell, Edward	St. Johns
32. Gericke, William A., Jr.	Fulton, Georgia
33. Gibbens, Harry Creighton	Dade
34. Goodrich, Cecil	Volusia
35. Graham, Bob	St. Johns
36. Green, James Randolph	Columbia
37. Grizzard, Jarold Leslie	Duva
38. Gullo, Michael A.	Hillsboroug
39. Gunn, Elton Benjamin	Decatur, Georgia
40. Gunter, John Gordon, Jr.	Dad
41. Hanks, Leon	Escambia
42. Hartley, Ronald	Duva
43. Hayes, Stanley	Duva
44. Helms, Sawley	Orang
45. Hightower, Thomas Frederick	Dad
46. Hinson, Samuel Earl	St. John

47. Holmes, Darwin John	Palm Beach
48. Houghton, Edward, Jr.	Manatee
49. Hovsepian, Henry	Dade
50. Hughes, James Redden	Jefferson
51. Johnson, Alfred Jackson	St. Johns
52. Keith, Raymond Lawrence	Dade
53. Land, Perry Wayne	Duval
54. Lawrence, David	Jackson
55. Laws, Robert Henry	Hillsborough
56. Lewis, Isaac	Holmes
57. Little, Charles Wesley	Hillsborough
58. Lockey, Charles W., Jr.	Leon
59. Lopez, Julian	St. Johns
60. Malone, Robert Avis	Escambia
61. McClain, Marvin P., Jr.	Duval
62. Mingo, Dale Farrel	Dade
63. Moore, Kendall	Duval
64. Moore, Lovell Scott	Holmes
65. Morse, James	Martin
66. Mulkey, James Berry	Sarasota
67. O'Neal, Dewey	Liberty
68. Osman, Allen	Duval
69. Paul, Robert	Hillsborough
70. Pert, Junior Cleveland	Escambia
71. Phelps, Harry	Holmes
72. Pitt, Lawrence Allen	Lake
73. Pitts, Arthur, Jr.	Duval
74. Pollock, C. B., Jr.	Collier
75. Prestwood, Albert Vill Floyd	Polk
76. Pritchard, James	Duval
77. Rabb, John (Jack) Mayo	Citrus
78. Railsback, Ray	Leon
79. Rawlins, Oscar Harmond	Volusia
80. Rayl, Paul Kenser	Duval
81. Richards, William Harry	St. Lucie
82. Robinson, Billy	Dade
83. Roguer, Benecio	Hillsborough
84. Roguer, Eulicio	Hillsborough
85. Rooks, Billy Kemp	Sumter
86. Rowe, Cecil William	Sarasota
87. Rowe, Harold	Dade
88. Rutledge, James Hunter	Dade
89. Sasser, Ralph	Polk
90. Shepperd, Robert Eugene	Manatee
91. Shoemacker, Edwin	Polk
92. Shouppe, Carl	Jackson
93. Shouppe, Joe Peat	Jackson
94. Simpson, James Earl	Pinellas
95. Sistrunk, William Martin	Hamilton
96. Smith, Fletcher	Lake
97. Stanley, J. W.	Hillsborough
98. Sumner, Dewey Harvey	Baker
99. Sumner, Thomas Jackson	Columbia

100. Thompson, Edward Randolph, Jr.	.	.	.	.	.	Duval
101. Vaughan, Littleton Seldon, Jr.	.	.	.	.	.	Palm Beach
102. Whealton, John B.	.	.	.	.	.	Manatee
103. White, Clifford LeRoy, Jr.	.	.	.	.	.	Palm Beach
104. White, Ronald Lee	.	.	.	.	.	Gadsden
105. Wilson, Jay Kenneth, Jr.	.	.	.	.	.	Dade
106. Wise, Earl L.	.	.	.	.	.	Jackson
107. Wynn, John Clarke, Jr.	.	.	.	.	.	Jackson

Deaf Girls

1. Adams, Dorothy Maxine	.	.	.	.	.	Santa Rosa
2. Adams, Ethel Mae	.	.	.	.	.	Orange
3. Ard, Wanda	.	.	.	.	.	Holmes
4. Bailey, Willie Marie	.	.	.	.	.	Dade
5. Baxter, Luella	.	.	.	.	.	Suwannee
6. Bohannon, Lois Irene	.	.	.	.	.	St. Johns
7. Bridges, Maudene	.	.	.	.	.	Orange
8. Brisco, Hazel Mae	.	.	.	.	.	Palm Beach
9. Brown, Lucille Watson	.	.	.	.	.	Dade
10. Brown, Mildred Doris	.	.	.	.	.	Manatee
11. Bryan, Fredia Juanita	.	.	.	.	.	Columbia
12. Capitano, Rosina	.	.	.	.	.	Hillsborough
13. Carruthers, Mary	.	.	.	.	.	Polk
14. Carter, Edna	.	.	.	.	.	Volusia
15. Carter, Lucille	.	.	.	.	.	Jackson
16. Christie, Advadean	.	.	.	.	.	Columbia
17. Chumley, Phyllis Arlene	.	.	.	.	.	Duval
18. Cowart, Aleen	.	.	.	.	.	Lake
19. Crichton, Nellie	.	.	.	.	.	Hillsborough
20. Crowell, Betty Rose	.	.	.	.	.	Dade
21. Crowell, Medora Louise	.	.	.	.	.	Dade
22. Cunningham, Virginia Lee	.	.	.	.	.	Dade
23. Dale, Nora Frances	.	.	.	.	.	Jackson
24. David, Josephine	.	.	.	.	.	Duval
25. Davis, Henrietta Estelle	.	.	.	.	.	Duval
26. Dicks, Gladys	.	.	.	.	.	Hamilton
27. Fazio, Mamie	.	.	.	.	.	St. Johns
28. French, Inese	.	.	.	.	.	Holmes
29. Geddes, Marietta Alice	.	.	.	.	.	Dade
30. Godwin, Evelyn	.	.	.	.	.	St. Johns
31. Goodman, Flora	.	.	.	.	.	Jackson
32. Goodson, Mary Geneva	.	.	.	.	.	Dade
33. Hall, Janette Nancy	.	.	.	.	.	Duval
34. Hamilton, Carolyn Marie	.	.	.	.	.	Dade
35. Hamilton, Frances	.	.	.	.	.	Duval
36. Head, Helen Pauline	.	.	.	.	.	Duval
37. Hemperley, Rebie Alice	.	.	.	.	.	Dade
38. Hendrix, Rosa Lee	.	.	.	.	.	Calhoun
39. Hinson, Betty June	.	.	.	.	.	St. Johns
40. Hinson, Rose Marie	.	.	.	.	.	St. Johns
41. Hires, Nell	.	.	.	.	.	Dade
42. Hobbs, Annette	.	.	.	.	.	Volusia
43. Holoman, Constance Naomi	.	.	.	.	.	Marion
44. Holmes, Bobbie	.	.	.	.	.	Duval

45. Hose, Bernice	Dade
46. Hovsepian, Josephine	Dade
47. Hovsepian, Margaret	Dade
48. Hovsepian, Sarah	Dade
49. Jeter, Bennie Lorraine	Bay
50. Jordan, Inez Herlene	Duval
51. Jourdan, Murlene	Calhoun
52. Jourdan, Viree	Calhoun
53. King, Mozelle	St. Johns
54. Lamb, Virginia	Palm Beach
55. Larkin, Ira Jane	Putnam
56. Lawrence, Susie	Lake
57. Long, Annette	Leon
58. Long, Imogene	Leon
59. Love, Lola Mae	Hillsborough
60. Magill, Emily Myrtle	Palm Beach
61. Mancill, Isabelle	Duval
62. Marshall, Martha Wallace	Escambia
63. McLeod, Hilda Louise	St. Johns
64. Mitchell, Margaret	Hillsborough
65. Moody, Mattie Pauline	Palm Beach
66. Nelson, Margaret Louise	Escambia
67. Oakley, Nathalie Louise	Polk
68. Oblinger, Jeanne	Hillsborough
69. Olive, Mary Frances	Broward
70. Parker, Winell	Palm Beach
71. Peeples, Esther Beda	Palm Beach
72. Peeples, Mamie Lou	Dade
73. Perez, Dalia	Hillsborough
74. Perkins, Ruth Irene	Duval
75. Pittman, Chrystelle	Jackson
76. Price, Ila Mae	Walton
77. Read, Joyce Eileen	DeSoto
78. Remley, Eloise	Duval
79. Remley, Lois	Duval
80. Riley, Dorothy Irene	Volusia
81. Roberts, Artha Rae	Leon
82. Rogers, Addie Lee	Polk
83. Simpson, Esther	Bradford
84. Skinner, Mary Emma	Lee
85. Slaughter, Dorma Jean	Volusia
86. Smith, Addie Eulie	Hillsborough
87. Smith, Carolyn	Lee
88. Smith, Emma Anne	Lowndes, Georgia
89. Smith Evely, Bessie	Polk
90. Smith, Louise	Hillsborough
91. Smith, Margaret Lucille	Dade
92. Spell, Wylodean	Hamilton
93. Staton, Dorothy Elizabeth	Orange
94. Stevens, Ida Jewell	Orange
95. Sweat, Nona Dalrymple	Duval
96. Themis, Lucille	Franklin
97. Thomas, Jean Ann	Volusia

98. Thur	Mary Louise	. . . . .	Escambia
99. Todd,	Frances	. . . . .	Hillsborough
100. Townsend,	Mae Lee	. . . . .	Levy
101. Tyler,	Mary	. . . . .	Madison
102. Vann,	Euneta	. . . . .	Hillsborough
103. Vickers,	Rosa Lee	. . . . .	Marion
104. Waller,	Helen Pauline	. . . . .	Leon
105. Walker,	Janette	. . . . .	Polk
106. Webb,	Evelyn	. . . . .	Herando
107. Wertheim,	Julianne	. . . . .	Hillsborough
108. Wertheim,	Lorraine	. . . . .	Hillsborough
109. Wiggins,	Elsie Ann	. . . . .	Dade
110. Wingard,	Eula Louise	. . . . .	Dade

Blind Boys

1. Alderman,	Robert	Jackson
2. Allen, Austin, Jr.	. . . . .	. Citrus
3. Allen, John Paul	. . . . .	. Citrus
4. Anderson, Robert	. . . . .	Bradford
5. Arant, Jack	. . . . .	St. Johns
6. Asenjo, Albert	. . . . .	Palm Beach
7. Baxley, Charles	. . . . .	Hillsborough
8. Booth, Robert	. . . . .	Hillsborough
9. Buchner, Alvie	. . . . .	. Duval
10. Carroll, Johnnie	. . . . .	Brevard
11. Castell, Arthur	. . . . .	. Duval
12. Colley, A. V.	. . . . .	Santa Rosa
13. Crews, Earl Eli	. . . . .	Bradford
14. Criswell, Edward Jackson	. . . . .	Escambia
15. Cusic, Edward Wilson, Jr.	. . . . .	. Duval
16. Delamater, Hugh Crumpton	. . . . .	Pinellas
17. Driggers, Elbert	. . . . .	Sarasota
18. Edgar, Elmer	. . . . .	Walton
19. Foley, Shelley	. . . . .	Calhoun
20. Hayes, Lacy	. . . . .	Hardee
21. Hendricks, David, Jr.	. . . . .	Jackson
22. Herring, Dan Henry	. . . . .	Suwannee
23. Hess, Charles Floyde	. . . . .	Pinellas
24. Hickey, Joe	. . . . .	Orange
25. Holly, Freddie	. . . . .	Polk
26. Hudson, Johnnie	. . . . .	. Dade
27. Ireland, Bobby	. . . . .	. Lee
28. Johnson, Otis Earl	. . . . .	Calhoun
29. Lopez, Wallace	. . . . .	Volusia
30. May, Bobby	. . . . .	. Dade
31. McAdams, John Kenneth	. . . . .	Jackson
32. McClellan, Elwood	. . . . .	. Duval
33. McCoy, Carl	. . . . .	. Leon
34. McDaniel, Franklin Dean	. . . . .	Volusia
35. McLean, Raymond	. . . . .	Hillsborough
36. Mizelle, Harold	. . . . .	Pinellas
37. Moore, John Henry	. . . . .	Hillsborough
38. Mozley, George B.	. . . . .	Jackson
39. Osburn, Orian	. . . . .	Pasco

40. Ouzts, W. A.	Duval
41. Pitts, Billy	Dade
42. Richards, Howard Eugene	Dade
43. Rizer, Rollie	Suwannee
44. Sattler, Charles Carl	Dade
45. Shaw, Calvin William	Baker
46. Smith, Grover	Hillsborough
47. Sowell, Herbert	Bay
48. Stone, Shirley Reid	Escambia
49. Tatum, Jack	Hillsborough
50. Warren, Leonard	Monroe
51. Webb, Frank	Dade
52. Wilson, Robert Eugene	Orange

Blind Girls

1. Albury, Hazel Elaine	Hillsborough
2. Altman, Margaret	Hillsborough
3. Brock, Dorothy Marie	Escambia
4. Cain, Betty Jane	Dade
5. Crawford, Maggie Mae	Orange
6. Creech, Jackie	Palm Beach
7. Crews, Lourene	Orange
8. Dean, Marie	Polk
9. Eagerton, Vivian Floree	Decatur, Georgia
10. Edgar, Juanita	Walton
11. Epps, Constance Lee	Volusia
12. Forsyth, Eileen	Volusia
13. Grono, Margaret	Polk
14. Hayes, Clarice	Hardee
15. Holly, Beulah	Polk
16. Holroyd, Barbara	Dade
17. Johns, Bertha Mae	Pinellas
18. Jordan, Myrlen	Jefferson
19. Kinard, Alice June	Duval
20. Kinsey, Madeline	Hillsborough
21. Landrum, Blanche Elizabeth	Madison
22. Lindsey, Myrtle	Bay
23. Ogden, Marian	Duval
24. Owens, Minnie Jean	Duval
25. Proctor, Donna Mae	Duval
26. Rafferty, Loma Ruth	Dade
27. Register, Eloise	Polk
28. Roberson, Frances Murlene	Jackson
29. Scherer, Mary	Dade
30. Stelle, Ethel Jeanne	Dade
31. Stelle, May	Dade
32. Strickland, June Frances	Lee
33. Terry, Mae	Putnam
34. Webb, Florida Lou	Dade
35. Willis, Irene	Escambia
36. Wilson, Mary Ann	Orange
37. Wirick, Elizabeth	Volusia
38. Woodward, Jacqueline	Union

18. Montgomery, Winifred	Dade
19. Musgrove, Maggie	Gadsden
20. Neal, Mary Annah	Duval
21. Pollard, Rosa Mae	Clay
22. Pool, Parleny	Manatee
23. Reid, Estella	Taylor
24. Sheffield, Ernestine	Bay
25. Smith, Roslynn	Dade
26. Thompson, Olive Bell	Broward
27. Walker, Leanna	Duval
28. Williamson, Josephine	Duval
29. Wilson, Ruby	Liberty

Blind Boys

1. Anderson, Lettisee	Gadsden
2. Dobson, Louie	Marion
3. Figgs, Albert	Sumter
4. Fisher, Willie	Sumter
5. James, William Westley	Suwannee
6. Kendrick, Booker T.	Palm Beach
7. Kendrick, Ernest	Palm Beach
8. Kendrick, James	Palm Beach
9. Kendrick, Johnnie C.	Palm Beach
10. King, Jesse Lee	Taylor
11. Lawrence, Joe Lee	Duval
12. Mathews, Otis	Palm Beach
13. McGriff, Ulysee	Indian River
14. Morris, J. C.	Bradford
15. Nelson, Clarence	Jackson
16. Randolph, Jeremiah	Lake
17. Robinson, R. C.	Madison
18. Thomas, Charles Lee	Marion
19. Walker, Joseph	Dade
20. White, Henry, Jr.	Duval
21. Williams, George	St. Johns
22. Wilson, Jack	Gadsden
23. Wright, Vandy	Levy
24. Young, James	Calhoun

Blind Girls

1. Farmer, Juanita	Levy
2. Fleming, Vermae	Marion
3. Grant, Yvonne	Dade
4. Hallie, Mamie	Walton
5. Howard, Ertharine	Dade
6. Knight, Louise	Duval
7. Lewis, Flora	Sumter
8. McIntosh, Loleta	Dade
9. Randolph, Annie Mae	Leon
10. Randolph, Geneva	Lake
11. Robinson, Corine	Alachua
12. Singleton, Mildren	St. Lucie
13. Smith, Mildred	Jefferson
14. Williams, Ida Mae	Osceola
15. Williams, Queen Esther	Osceola
16. Williams, Thelma	Osceola

COLORED DEPARTMENT

Deaf Boys

1. Adams, Paul	Putnani
2. Archer, Willie	Volusia
3. Ayers, James	Alachua
4. Banks, Esker	Alachua
5. Barnes, Ozell	Suwannee
6. Bass, Bushrod	Marion
7. Beard, Mathew	Sumter
8. Brown, Sherman	Jackson
9. Cole, Walter	Volusia
10. Davis, Mathew	Duval
11. Dials, Monroe	Pinellas
12. Duhart, Mitchell, Jr.	Seminole
13. Ford, Ernest Leo	Escambia
14. Gray, Oluster	Leon
15. Green, Elrlrich	Seminole
16. Harrison, Fred	Columbia
17. Lang, Carlton	Duval
18. Lee, Sinclair	Taylor
19. McCall, Frank James	Volusia
20. Monlyn, Wilmon	Calhoun
21. Morris, Benjamin	Duval
22. Morris, Lemuel	Volusia
23. Newton, Junior	Brevard
24. Peterson, Harcourt	Palm Beach
25. Reed, James	Duval
26. Rigsbee, Nathaniel	Bradford
27. Robinson, Paul	Duval
28. Rogers, Theodore	Hamilton
29. Vinson, Otha	Alachua
30. Watson, Tommy	Alachua
31. Welch, Henry	Indian River
32. Williams, Lonnie Lee	Duval
33. Wright, Robert Lee	Suwannee

Deaf Girls

1. Allen, Vertez	Duval
2. Baker, Margaret	Leon
3. Baker, Marzelle	Hillsborough
4. Brown, Barbara	Duval
5. Butler, Carrie	Hillsborough
6. Caffey, Velma	Duval
7. Edgecomb, Edith	Dade
8. Fields, Edith	Orange
9. George, Jennie V.	Highlands
10. Green, Helen	Lake
11. Hepburn, Dorothy	Dade
12. Howell, Frankie	Duval
13. Jackson, Alberta	Lake
14. Jones, Thelma Lee	Orange
15. Kelly, Azalea	Union
16. Lewis, Claramel	Alachua
17. Mathews, Marie S.	Marion

Executive Heads Since its Foundation

Park Terrel . . .	Superintendent . . .	1885—1890
W. A. Caldwell . . .	Superintendent . . .	1890—1893
H. N. Felkel . . .	Superintendent . . .	1893—1897
Fredrick Pasco . . .	Superintendent . . .	1897—1900
W. B. Hare . . .	Superintendent . . .	1900—1906
Albert H. Walker . .	President	1906—1927
W. Laurens Walker, Jr.,	Acting President . .	Nov. 22, 1927 to July 1, 1928
Alfred L. Brown . . .	President	1928—1932
Clarence J. Settles . .	President	1932--

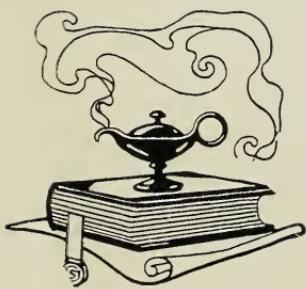
FLORIDA STATE SCHOOL FOR
THE DEAF AND THE BLIND
SAINT AUGUSTINE



PRESIDENT'S
BIENNIAL REPORT
1940-1942

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1940-42

This BIENNIAL REPORT was composed and
printed in the Printing Department of the
Florida School for the Deaf.—Jan., 1943



The foundation of every state
is the education of its youth.
—*Dionysius*

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Faculty and Officers

Session 1941 - 1942

EXECUTIVE DEPARTMENT

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CARLYLE RITCH Business Manager
MISS EUGENIA HUBBARD Bookkeeper
MISS HELEN E. HAMILTON Secretary to the President

EDUCATIONAL DEPARTMENT

Teachers of the Deaf

MISS ALYCE A. THOMPSON, M. A., *Supervising Teacher*

MISS ZOE MARSHALL, B. A., *Supervising Teacher (Primary Dept.)*

MRS. HARRIETT T. BANTA, B. A.	MRS. EDNA M. KERR, B. A.
F. ALFRED CALIGIURI, B. A.	MISS LUCILLE MACKNESS, B. M.
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WILLIAM H. GROW, B. A.	MISS BESSIE PUGH, B. A.
MRS. BARBARA GROW	MISS MARY A. SPAINHOUR, B. S.
MISS LULA B. HIGHSMITH, B. A.	MRS. VIRGINIA TART
MRS. LEONORA HOPKINS	MRS. JANE J. TILCHMAN
MISS HAZEL JACK, B. S.	MISS ELLA WARREN
MISS NADINE JEFFERY	MRS. WALKER WILLIAMS

MISS LALLA WILSON, B. A.

MISS CLAUDINE HUTCHINS, B. A., *Librarian and Clerk*

Teachers of the Blind

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MISS RUTH ABEY, B. A.
MRS. WAHNEETA DAVENPORT
MISS LUCILLE FERGUSON

MRS. MARIAN E. HILLIER, B. A.
MISS JEWELL PARNELL
MISS CLARISSA PICKLES, B. A.

DEPARTMENT OF MUSIC

MISS DAISY B. WILSON

MRS. INEZ W. KOGER, B. M.

DEPARTMENT OF INDUSTRIAL TRAINING

JULIUS L. MYERS	Printing and Linotyping
EDMUND F. BUMANN, B. S.	Carpentry
JOSEPH MOUREY	Painting
WILLIAM H. GROW, B. A.	Art
J. B. HIDLE	Shoe-Repairing
J. V. CARUSO	Barbering
MRS. AGNES SOLANO	Beauty Culture
MISS STELLA ELROD, M. S.	Sewing
MRS. LILY HOCLE	Ass't Instructor in Sewing
MRS. MARIAN E. HILLIER, B. A.	Handwork and Typewriting
MISS LAURA M. FLEITZ, B. A.	Domestic Science
MISS ALICE F. FARR, B. S.	Ass't Instructor in Domestic Science
THOMAS M. GIBBS	Workshop for the Blind

DEPARTMENT OF PHYSICAL EDUCATION

JAMES A. DEY, B. S.	Athletic Director
LOUIS GERBER, B. A.	Ass't. Athletic Director
F. ALFRED CALIGIURI, B. A.	Ass't. Athletic Director
JEAN ST. CROIX, B. A.	Ass't. Athletic Director
MISS HAZEL JACK, B. S.	Girls' Physical Director
MRS. HARRIETT T. BANTA, B. A.	Ass't Girls' Physical Director
MISS LUCILLE MACKNESS, B. M.	Ass't Girls' Physical Director
MISS MARGARET OWEN	Ass't Girls' Physical Director
MISS JANE T. PEARCE, B. A.	Ass't Girls' Physical Director
CARL J. HOLLAND	Deaf Boys' Military Director

DOMESTIC DEPARTMENT

MISS NORA B. STEPHENSON, B. A.	Matron-Dietitian
MRS. MARGARET MCCUSKER	Housekeeper
MISS JUNE WAGNER	Ass't. Housekeeper
A. C. WALKUP, M. D.	Attending Physician
Z. L. WEBB, D. D. S.	Dentist
C. C. GRACE, M. D.	Ophthalmologist and otolaryngologist
MISS FRANCES REEDER, R. N.	Nurse
EUGENE HOGLE, B. A.	Superintendent of Buildings
R. D. ROYER	Engineer and Electrician
P. B. DAVIS	Night Watchman

MCLANE HALL

MISS STELLA ELROD, M. S.	Large Deaf Girls' Supervisor
MISS ALICE F. FARR, B. S.	Intermediate Deaf Girls' Supervisor
MISS MARGARET OWEN	Large Blind Girls' Supervisor
MISS RUTH ABEE, B. A.	Small Blind Girls' Supervisor

RHYNE HALL

CARL J. HOLLAND	Large Deaf Boys' Supervisor
MRS. EUNICE WHATLEY	Intermediate Deaf Boys' Supervisor
JEAN ST. CROIX, B. A.	Large Blind Boys' Supervisor
MISS MAUDE GREEN	Small Blind Boys' Supervisor

BLOXHAM COTTAGE

MRS. ALICE EIGLE, Housemother	Small Deaf Boys' Supervisor
MRS. N. P. KENNEDY	Small Deaf Girls' Supervisor

WARTMANN COTTAGE

MISS ANNIE WEAVER, Housemother	Small Deaf Girls' Supervisor
MRS. MYRTLE COCKMAN, B. A.	Small Deaf Boys' Supervisor

DEPARTMENT FOR THE COLORED

VIRGINIA JAMES	Teacher of the Deaf
INEZ B. LEGGETT	Teacher of the Deaf
SAMUEL SMALLS, B. S.	Teacher of the Deaf
CARY WHITE	Teacher of the Deaf
WALTER REMBERT	Teacher of the Blind
THERESSA ROBINSON, B. A.	Teacher of the Blind
KATIE GREGG	Housekeeper
OTIS KNOWLES	Boys' Supervisor

President's Biennial Report

St. Augustine, Florida — October 1, 1942

To the Chairman and the Members of the Board of Control,
State of Florida

Gentlemen:

It again becomes my privilege and duty as President of the Florida State School for the Deaf and the Blind to present the Biennial Report for the period beginning July 1, 1940, and ending June 30, 1942.

The Florida State School for the Deaf and the Blind is a state supported institution for the education of that group of children who are too deaf or too blind to be properly educated in the public schools. This report will show the work as carried on in the various departments of the School, which includes the academic, household and vocational departments. Under the general title of "Florida State School for the Deaf and Blind", there are really grouped three different schools: a School for the Deaf, a School for the Blind, and a separate and entire plant for the education of colored deaf and blind children.

The educational activities of the School have been carried on much along the same lines as in former years, with no radical changes as regards methods. The School still follows the combined method in the Department for the Deaf. It makes provision for every type of child that can possibly be admitted. Each child, upon entering school, is given the opportunity to learn to read the lips and acquire speech. On the other hand, the School is constantly in touch with every modern trend regarding the education of the deaf and the blind, and many worthwhile ideas and procedures have been added to the course of study. Faculty members have attended both the best summer schools of the nation, which give courses in special education, and conventions with regularity, whereby they have been able to secure the best ideas of educational procedures and bring same back to the classrooms.

Satisfactory accomplishments have been made in the different departments of the School. At the present time practically all of our ex-pupils and graduates have employment at very satisfactory salaries; as a matter of fact, we are unable to find sufficient graduates and ex-pupils to fill all the positions for

which we are asked to submit applications.

During the past biennium special emphasis has been placed on the teaching of English, speech, and the development of English and speech through auricular training.

Due to the national emergency and our entrance into World War II, we have had an increased enrollment. Most of the increase has been in the primary department where we are so badly crowded that, if the enrollment continues to grow, we must have an additional dormitory or refuse to consider further applications. Additional room is an imperative need. There has been a great increase in price in practically all articles of maintenance, especially in food products.

On the whole, the work of the biennium has been satisfactory.

REGISTRATION

In 1940 there were enrolled 352 pupils. There were 247 pupils in the Department for the Deaf, of whom 116 were girls and 131 were boys. In the Department for the Blind there were 105 pupils, of whom 45 were girls and 60 were boys.

There were enrolled during the last biennium 419 pupils, which represents the largest biennial registration in the history of the School.

	WHITE	COLORED	
Deaf	241	Deaf	58
Blind	85	Blind	35

ATTENDANCE BY COUNTIES

The following table shows classification of pupils and attendance by counties for the biennium:

Alachua	10	Jefferson	1
Baker	3	Lake	9
Bay	8	Lee	3
Bradford	5	Leon	10
Brevard	2	Levy	2
Broward	6	Madison	1
Calhoun	9	Manatee	7
Charlotte	1	Marion	3
Citrus	2	Nassau	1
Clay	2	Orange	13
Collier	1	Osceola	1
Columbia	4	Palm Beach	18
Dade	49	Pinellas	10
DeSoto	1	Polk	21

Duval	63	Putnam	3
Escambia	13	Saint Johns	16
Flagler	1	Saint Lucie	3
Franklin	1	Santa Rosa	1
Gadsden	10	Sarasota	2
Gulf	2	Seminole	3
Hamilton	5	Sumter	3
Hardee	2	Suwannee	7
Hendry	1	Taylor	2
Hernando	1	Union	3
Highlands	1	Volusia	13
Hillsborough	34	Wakulla	1
Holmes	6	Walton	2
Indian River	1	Out of State	2
Jackson	14		

CAUSES OF DEAFNESS AND BLINDNESS

Deafness, 1941-1942 School Year:

Abscess	9	Meningitis	18
Adenoids	2	Mumps	2
Birth Injury	3	Nerve	3
Blood Tumor	1	Operation	1
Colds	2	Osteo-myelitis	1
Congenital	42	Otitis	2
Cream Rash	1	Pneumonia	3
Encephalitis	1	Premature Birth	2
Eczema	1	Prolonged Birth	1
Fall	6	Quinine, Use of	4
Fever	3	Risings	5
Fungus Growth	1	Scarlet Fever	1
Hemorrhage	1	Sleeping Sickness	1
Influenza	6	Strabismus, Internal	1
Injury	7	Strep-Infection	1
Malaria	1	Tonsil Infection	5
Mastoid	3	Whooping Cough	5
Measles	6	Unknown	111

Blindness, 1941-42 School Year:

Accident	9	Measles	2
Brain Tumor	3	Meningitis	1
Cataracts	8	Optic-Atrophy	2
Congenital	12	Scattered Pupils	1
Detached Retina	1	Sore Eyes	5
Ear Infection	1	Syphilis	2
Glaucoma	1	Undeveloped Nerve	1
Conorhea	1	Violent Illness	1
Hemorrhage	1	Weak Eyes	3
Improper Care at Birth	3	Unknown	46

DEPARTMENT FOR THE DEAF INSTRUCTION

The objective of the School is to give every child a knowledge of English and the ability to read the lips and to speak, if possible. In the vocational department, all the children are given pre-vocational training by which they are able to go out into the world and secure a position through which they may earn a livelihood.

The following report of the Supervising Teacher in the Department for the Deaf shows the classroom accomplishments of that Department:

Dr. C. J. Settles, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida

Dear Dr. Settles:

This is the first report which I have had the pleasure of submitting to you. When it became my privilege and honor to fill the position of Supervising Teacher of the Advanced Department for the Deaf, I fully realized the great responsibility before me, as Mrs. Lucile M. Moore served so faithfully and well in that capacity for twenty-eight years. This responsibility has been assumed and carried out to the best of my ability.

The program of instruction for the past two years under my supervision has varied but slightly from that of the past several years. Certain changes have been made in our course of study in order to correlate it with subject material in our new textbooks which are gradually replacing much of our old outline. The teaching of language and reading has been greatly improved by the use of the new texts.

The teaching of language is the most difficult task and the all important thing in the education of the deaf child, and more time and planning must be given to it than to any other subject. To insure improvement a single definite objective for better language became the aim of the past year. An inventory of language as taught in each grade was made and a new outline for our Course of Study is being worked out. In this new outline

each grade's work will lay the foundation for the next higher one and the teacher of each class will be responsible for grounding the language work for her grade. This survey gave new impetus to language teaching and the results have been apparent in the pupils' original work.

Reading has also received considerable stress, but much more study and planning remains to be done. Effort has been made to teach pupils to read and to understand their individual studies: history, arithmetic, social studies, and others. We have barely laid the foundation for our new attack on reading and language and the two must go hand in hand.

Our course of study includes a systematic development of mathematics, social studies, health studies, science, composition, language, reading, speech, and speech-reading. The greater emphasis and time must, of necessity, be placed on language and speech not only because acquisition of these is a long and tedious task, but also because they are the most important educational tools with which the deaf child must be equipped to meet the world in as normal a manner as possible. Every child is given the opportunity to acquire speech and to learn to read the lips. If suitable progress is not made by the oral method, the pupil is transferred to a class where most of the instruction is given by manual spelling and writing.

A new interest in our speech program has been shown by both teachers and pupils by the increasing number of class hearing-aids. At present we have them in five classrooms in the intermediate and advanced grades. Two other classes share the use of the room which is equipped with an old but good Radioear group aid. By the help of these hearing aids, the School has been able to preserve naturalness of the speech of the hard of hearing children and also to develop more natural speech in those who do not have as high a degree of hearing. The improvement in accent, fluency, and rhythm in the speech of even the profoundly deaf by the use of hearing-aids has sometimes been surprising. Music, songs, speech work, and regular class discussions are conducted over the group aids.

Our speech program also includes special diagnostic tests in articulation which are given at the beginning of each year and results are charted for a re-check at the end of the year. Monthly

intelligibility tests are given, and the results are graphed or charted so that each child has a constant incentive to improve his speech. Another phase of our speech program which has aided in the improvement and interest in speech is our choric speech work or choral "singing," which is really speaking songs in their rythmic pattern rather than singing them. Two periods a week are given to teaching poems, rhymes, and folk and popular songs, and one period a week is given to practicing songs for chapel. This time has been well spent as the development of speech, rhythm and general appreciation of songs and music has been noticeably increased as a result of this work.

The use of the Stanford Achievement Tests in the intermediate and advanced grades has proved helpful as a means of measuring grade progress each year. The pupils have taken a great interest in these tests and have made a definite attempt to show as much gain in each grade as possible. Results of these tests have shown us the subjects in which our pupils are retarded and have induced us to give increased attention to such subjects. Stanford Achievement Tests are also used as a measure for grade completion for graduation. A pupil must place eighth grade in order to receive a certificate for graduation.

The teaching program is a crowded one, with eleven to twelve subjects taught weekly and eight to ten covered daily. There are thirteen classes in the Intermediate and Advanced Department, ranging from the fourth to the twelfth grade. The average number of pupils per grade is eight. Our present enrollment in the Department is one hundred and six, of whom forty-nine are girls and fifty-five are boys. These pupils are distributed as follows: five advanced classes, six intermediate classes, and two opportunity classes. The latter two are taught manually.

The responsibilities of the teachers of the deaf and the demands on their time are numerous. They have assumed their duties of study hall, Christian Endeavor Society, Literary Society, and others faithfully, and have given cheerfully of their time for special holiday preparations and parties. My fullest appreciation is extended to the entire faculty for their loyal cooperation and interest in making the past biennial period a successful one.

I also wish to extend my thanks to you, Dr. Settles, for

your wise counsel in all matters pertaining to my department and for your constant inspiration to achieve the highest standards.

Respectfully submitted,

Alyce A. Thompson

Supervising Teacher,
Advanced Department.

LIBRARY

English is the vehicle which opens to a deaf child the field of human knowledge. The greater part of our English and speech is acquired through the ear by listening to others speak. A normal child acquires English and speech through the faculty of hearing—this privilege is denied the small deaf child. The work of building an English-speaking vocabulary in the deaf child is a tremendous job and requires a highly specialized teacher who, on top of her academic foundation, must take a special course in a school whose curriculum is especially arranged to teach people the methods of instructing the deaf child.

After the child has acquired an English foundation, one of the best ways to improve his vocabulary is through constant reading. Much time is given to the matter of teaching the children how to read and inculcating in them a love of reading and good literature. The school has a splendid library of about four thousand books which cover practically the whole field of literature, including fiction, poems, biographies, social studies, nature studies, myths, fairy books, and those of a general educational nature for use by the faculty. Each classroom is also supplied with books for supplementary reading. The library also is equipped with the latest encyclopedias, leading magazines, daily newspapers, and current literature.

CHORIC INSTRUCTION AND RHYTHMIC TRAINING

During the past biennium, considerable attention has been given to choric instruction. A daily assembly has been held for the older children, and these groups have been taught a large number of songs, rhymes, poems, and responsive readings from the Bible. This exercise has proved very helpful in developing good articulation. The matter of teaching speech is a very diffi-

cult task: it requires a highly trained and technical teacher and much patience on the part of the teacher, if understandable speech and the ability to read the lips is developed.

The usual program of rhythmic training has been carried out with the primary classes in Bloxham and Wartmann Cottages. Rhythmic training gives the children poise, grace in body movement, and helps develop more natural speech. It also creates a good mental attitude on the part of the deaf child, as he is more like normal children when he has the opportunity to enjoy the pleasures of music. Certain exercises are carried out which teach the deaf children to distinguish between the high and low vibrations and strong or weak chords. All this helps in regulating the pitch and intensity of the voice. Rhythmic training improves pitch, inflection, accent, fluency, and helps proper modulation. This rhythmic training is carried out with the aid of a piano.

The primary department also has a toy orchestra. All of the children get a great deal of pleasure from our choristic and rhythmic training work.

AURICULAR TRAINING

One of the modern trends in the education of deaf children is the development of residual hearing and the education of the deaf child through the ear. Since the great advancement in the development of the audiometer, a device for testing hearing loss, it has been found that probably thirty-three and one third percent of our children have some degree of hearing.

It is possible to complete the education of a deaf child in a much shorter period of time with the help of group hearing-aids. The School owns an audiometer, and a chart is made of the hearing loss of each child who possesses any amount of hearing. Those children possessing sufficient hearing are given instruction through a group hearing-aid. A group instrument may take care of as many as twelve children. It is built on much the same plan as the radio. The teacher talks directly into the microphone, and the different pupils receive their instruction through headphones. Each desk is fitted with a dial so that the child can regulate the pitch and make the reception high or low according to his ability to hear. Pupils educated through the aid

of group hearing-aids acquire English faster and, of course, have more natural voices. The School has several group hearing-aids, and adds additional ones as the need arises.

VOCATIONAL TRAINING

Vocational training has been carried on the past biennium in much the same manner as in past years. As has been stated, our vocational work is really "pre-vocational." For our boys, we have instruction in printing, linotype-operation, gardening, floriculture, calsoming, painting, woodworking, general carpentry work, shoe-repairing, barbering, general repair work, and elementary plumbing. Before a boy is definitely placed in any trade, he is given an opportunity to do what we term "general shop work," which consists of work under the direction of the superintendent of maintenance, by which he does various kinds of repair work about the school. This method, we find, helps very much in the proper placement of our boys. Much effort is put forth in trying to place the boys in the particular trades for which they seem best adapted. Vocational teachers also give much time to the teaching of shop language.

The girls in the Department for the Deaf are given instruction in dress making, rug weaving, typewriting, cooking, plain and fancy sewing, laundry work, home making, beauty culture and craftwork. Girls trained as beauty operators have had practically no difficulty in securing placement. Others are engaged as typists and as assistants in photographer's studios.

All students who show the proper ability are given an opportunity to receive instruction in art. Several of our pupils have shown outstanding ability in this department.

The past few years we have followed the policy of permitting some of the boys to learn their trade in industry. Some of the boys have received practically all of their instruction in baking in one of the downtown bakeries of St. Augustine; some have received instruction in dry-cleaning in one of the local establishments; and some have received practical experience in printing in one of the downtown shops.

We have received splendid cooperation from the State Department of Vocational Rehabilitation, which department

has given many of our students more intensive training in the particular trade in which they are interested. They have also helped very much in the matter of placement.

For the group of children who are advanced in years and who seem to have accomplished all they will ever accomplish in our academic department, arrangements have been made for them to spend additional hours in the vocational department. We are glad to report that the majority of our graduates and ex-pupils, with proper ability, are gainfully employed. Many of them are engaged in defense industries at very lucrative compensation. Many of them are working in shipyards. We have received more calls to supply help for bakeries, barber shops and shoe-repair shops than we can possibly supply. We feel like our training in this department has been adequate, and the only thing that was needed for our pupils to show their ability was the opportunity. In addition to being gainfully employed, our boys and girls are rendering a very active and splendid service in the defense activities of their country.

DEPARTMENT FOR THE BLIND INSTRUCTION

In the Florida State School for the Deaf and the Blind two types of handicapped children are educated. The problems and methods of education of these respective groups are entirely different. Sightless children are educated by the Braille method, which consists of a system of raised dots which may be learned by a bright blind child in eight or ten weeks. After the Braille alphabet as once been mastered, the progress of a child in this department is as rapid as that of a child in a public school.

The course of study in this department is about the same as that in the public schools of our State. It is necessary to use different texts, however, because all books must be in Braille. The majority of the texts and tangible material for this department is manufactured by the American Printing House for the Blind, located at Louisville, Kentucky. Pupils in this department also have a course in vocational training, and those who have the ability are given instruction in some phase of music.

The following report by the head teacher in the Depart-

ment for the Blind briefly covers the instruction as it is carried on in the different classrooms:

Dr. C. J. Settles, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida

Dear Dr. Settles:

The year of 1940-41 opened with an enrollment of thirty-five boys and thirty girls, for a total of sixty-five. During the term five boys dropped out of school or transferred to other schools, six boys and two girls entered, and at the end of the year we graduated two boys and two girls. Out of the total of 12,446 enrollment days, there were 470 absence days, giving us an attendance per centage of 96.3. Part of the absences were due to sickness, and part to the fact that so many pupils did not return from the Christmas vacation on time. The opening enrollment was distributed as follows:

	Boys	Girls	Total
First grade	2	5	7
Second grade	5	1	6
Third grade	4	2	6
Fourth grade	2	2	4
Fifth grade	2	3	5
Sixth grade	1	4	5
Seventh grade	3	2	5
Eighth grade	4	1	5
Ninth grade	3	2	5
Tenth grade	1	2	3
Eleventh grade	2	2	4
Twelfth grade	2	2	4
Unclassified	4	2	6
Total	35	30	65

The year of 1941-42 opened with an enrollment of thirty-seven boys and thirty girls, making a total of sixty-seven. During the term three boys and two girls entered, and four boys and five girls dropped out or transferred. We graduated two boys and two girls. Out of a total of 12,044 enrollment days, there were 399 absence days, making an attendance percentage of 96.7. Not so many of the absence days were due to an extended

Christmas vacation as had been the case in previous years. The opening enrollment was distributed as follows:

	Boys	Girls	Total
First grade	6	3	9
Second grade	2	5	7
Third grade	3	1	4
Fourth grade	3	2	5
Fifth grade	5	3	8
Sixth grade	1	2	3
Seventh grade	0	4	4
Eighth grade	4	2	6
Ninth grade	4	1	5
Tenth grade	3	2	5
Eleventh grade	1	2	3
Twelfth grade	2	2	4
Total	37	30	67

The year 1940-41 was an excellent school year, and we accomplished a good year's work. 1941-42 got off to a slow start due to the fact that some of our supplies ordered during the summer had not arrived, and to the fact that alterations on the building were still in progress; but by the end of the year we had accomplished a fair year's work.

During the past biennium we have adopted new texts in eight courses so as to modernize our curriculum and in an effort to bring our curriculum closer to the adopted state course of study. We can not follow the state course exactly, since we must use what texts we can get printed in Braille. We adopted new texts in ninth grade science, eighth grade geography, sixth and seventh grade English, and first, second, and third and fourth grade reading. Public speaking for the tenth grade has been reinstated after having been dropped for two years. An innovation was the dropping of the individual room study halls in favor of a combined study hall for the boys and one for the girls. Special study lamps were provided for those pupils who use ink-print texts instead of the Braille books.

New equipment added to the department consisted of: permanent wooden shelving in two school rooms and the Braille library; two new portable typewriters; one new portable Braille writer; two new carved maps for geography; a model of the human body for physiology; about eighty dollars worth of equip-

ment for the science laboratory; and about two hundred dollars worth of general Braille equipment.

For the past three years we have been revamping and rebuilding our Braille library to meet better the reading tastes and needs of our blind students. We are gradually replacing the less-used and less-needed books with those more suited to the needs of the pupils. During the past biennium we have added approximately three hundred new volumes to the library, about half of which were obtained through the WPA Brailling Project. Other volumes, those worn out or outmoded, were discarded from the library. The temporary steel shelving in the library was discarded in favor of permanent wooden shelving, increasing our book space by about half. At the same time the books were reclassified and renumbered so as to provide better grouping according to the various reading levels of the pupils.

Library reading on the part of the pupils is not compulsory, but is strongly encouraged. In the high school one period a day is devoted entirely to such reading. The library is in charge of an older student who does all of the work and recording during a free period each day, thus eliminating the need of a teacher in charge. The older students supplement their reading by the use of the Talking Book, records for which are borrowed from a branch of the Federal Library in Atlanta. Also we receive several magazines in Braille, some for the older students and some for the younger ones. These magazines are distributed to the various rooms. The reading habits of the students are improving, but still leave much to be desired.

At present we have two imperative needs: a larger room for the primary grades, and some method of giving more attention to unclassified pupils—those who are mentally subnormal, or those who first entered school late in the term, or those who are partially sighted. At present the only thing we can do is to put such pupils in a room with a regular class and hope for the best. Each teacher is already carrying a full schedule of teaching and whatever time she gives to the special pupil must be taken from regular class time. The inevitable result is that the work of both the teacher and the pupils suffers. The best solution for this problem is another room and another teacher who can devote

her entire time to the unclassified pupils. We believe this would shorten considerably the time lost in fitting an unclassified pupil into a regular class.

Respectfully submitted,

FRED V. MAYHUE
Head Teacher,
Department for the Blind.

LIBRARY

The library for the blind consists of about twelve hundred volumes and covers practically every phase of literature for the pleasure, instruction, and enjoyment of the pupils, and supplementary reading for use in classrooms. Many of our sightless children are voracious readers and, consequently, the majority of our pupils in this Department should have, and do have a splendid command of English.

Through the aid of the Federal Government the last few years the amount of available Braille literature for the blind all over the country has increased tremendously. Also, the Federal Government has made a large appropriation for the manufacture of Talking Books which have been made available to thousands of sightless people of our nation.

DEPARTMENT OF MUSIC

Two full time teachers and one part time instructor have carried on the work of this department. Every child having any musical ability is given the opportunity to study some phase of music. The music studio is fitted with a number of private practice rooms, each containing a piano. The pupils in each dormitory also have access to a piano.

The School has a splendid chorus, and every child is given an opportunity to take part in group singing, and those having special voice ability are given individual lessons. For the past several years the School has also had a splendid orchestra. As among regular public school pupils, also here the majority of the pupils do not have musical ability; however, for those who do have ability, provisions are made to develop them along the line for which they are talented. Occasionally, we have pupils with outstanding musical ability.

During the school year recitals and public entertainments

are given, to which the general public is invited. This Department also puts on many public programs for civic clubs, churches, and other organizations. The following program, entitled "The Holy Night", was presented Monday evening, December 15, 1941, to a large and interested audience.

THE HOLY NIGHT

A masque by Florence Converse and Kate Stearns Page

PLACE: *A Field Near Bethlehem*

TIME: *The Night of the Birth of Christ*

SYNOPSIS

According to a beautiful old legend, upon the night of the birth of Christ the power of speech was given to both fowl and beast. In some communities this belief persists even to this day, many thinking that on Christmas Night animals are super-humanly endowed. It is upon this legend that the masque of The Holy Night is based. Shepherds tending their flocks are annoyed by an unusual restlessness among the animals in their nearby stalls, and shortly they are amazed to hear the supposedly unintelligible noises take form of speech in the Roman tongue. The crowing Cock announces, "Christus natus est! Christ is born!" The lowing Ox asks, "Ubi? Where?" The cawing Raven queries, "Quando? When?" The braying Ass replies, "Hac nocte. This night." And the little pet lamb of one of the shepherds announces that the place is Bethlehem. Then the heavens are opened, while the angels sing their Alleluias, and chant "Glory to God in the Highest." The doors of the stable having been opened, the Mother Mary, with Joseph in attendance, is revealed, singing lullabies to the Holy Child. The Wisemen from the East approach with their gifts; the shepherds likewise give what they have, and there is great rejoicing. The Angel of the Gable announces to Joseph the necessity of the flight into Egypt. The scene ends with a final announcement of the Holy Birth, and the singing of "O Come All Ye Faithful."

Cast of Characters in Order of Appearance

SHEPHERDS: James Stasch, John Hudson, Carl McCoy

ANGEL ON THE GABLE: Marian Odgen

ANGELS: Clarice Hay, Jacqueline Woodward, Bertha Johns, Irene Willis, Loma Rafferty, Betty Cain, Margaret Grono, Eloise Register, Frances Robinson, Juanita Edgar, Mary Ann Wilson, Hazel Albury, Mary Louise McQuaig.

MARY: Eileen Forsyth

THE WISE MEN: *Melchior, Joe Hickey, Caspar, Wallace Lopez Balthasar, Paul Allen*

JOSEPH: Otis Johnson

THE LAMB: Roy Zeigler

VOICES OFF STAGE: *The Cock*, Robert Anderson; *the ox and the ass*, Elwood McClellan; *the raven*, Bobby Wilson.

MUSIC

1. Overture: "The Shepherd Boy"
Flute Obligato, Jacqueline Woodward
2. "The Shepherd's Song"
3. "At Midnight"
4. "Alleluia"
5. "Glory to God"
6. "Sleep, my Baby"
7. "Mary's Song"
8. "Near Ox and Ass"
9. The March of the Three Kings
10. The Three Wise Men
11. "Hush! Softly Come and Worship"
12. "Born is He"
13. "Adeste Fideles"

With the exception of Nos. 9 and 13, the carols are from traditional French.

CHORAL DIRECTOR: Daisy Belle Wilson

STAGE AND COSTUME DIRECTOR: Hazel Jack

SCENERY: Edmund Bumann and William Grow

LIGHTING: Eugene Hogle

ACCOMPANISTS: *Organ*, Albert Asenjo; *Piano*,
Daisy Belle Wilson and Inez W. Koger

VOCATIONAL TRAINING

The School has a very splendid industrial workshop for the blind, the work of which is carried on under the direction of a graduate of one of our state schools for the blind. This workshop for the blind is one of the most up to date and active projects we have. In this shop are made brooms, mops, brushes, mattresses, and door mats. Pupils are given expert instruction in chair caning and upholstering. Through orders received from other State institutions for brooms, mops, etc., we have been able to make this project alive and interesting. Each year the School receives sufficient orders to keep the boys of this department busy the entire school year. A few of the semi-sighted pupils continue to be interested in radio repair and photography. One of the boys has recently given some study to general repair work and electricity. Many of our ex-pupils are working in broom shops in different parts of the State, some

of them owned and operated by themselves. The girls are given instruction in home economics, rug weaving, crocheting, basketry, dress making and home making. More of our graduates and ex-pupils of this department are employed at the present time than for any period in recent years.

FLORIDA COUNCIL FOR THE BLIND

The last Legislature granted an appropriation for the establishment of the Florida Council for the Blind, which organization is well organized, with the headquarters in Tampa and rendering a very splendid service in the matter of placement and further training for the blind who have the proper ability.

Newsstands have been set up in several different cities of our State, and many of them are doing well. Many men and women have been placed in broom shops and other vocations. One of our graduates, after graduating from college, was given advanced training in social work in a state university and is now employed as a social worker for the blind in one of the southern states. Other graduates are taking advanced training along this line in preparation for placement in the near future.

Plans are being made by this organization to make a survey of the causes of blindness among the blind of our State.

HOUSEHOLD DEPARTMENT

This School was established especially to carry out a system of special education and has charge of its students nine months of each year. The responsibility of training these children in good health habits, proper etiquette, and of inculcating and developing in them proper morals and good personality, is a tremendous one. This phase of our work is carried out largely through the employees of the household department. The set-up consists of a matron-dietitian who, in addition to planning the meals, has general supervision of the entire household department. Immediately over the children are housefathers and housemothers who look after them and take care of them every moment they are not in their classes. Persons for these positions are selected especially for their educational and moral qualifications. The responsibility of this personnel group is tremendous. They also have much to do with the carrying out of an adequate health program. There are no more important positions

in a school of this kind than that group which are directly responsible for the children every minute they are not in their classrooms. There follows a report of the matron-dietitian:

Dr. C. J. Settles, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida

Dear Dr. Settles:

The basic factors in successful institutional meal planning include consideration of the group to be fed; the body needs of its members as determined by the age and sex; their food habits as influenced by race, religion, and region; the availability and seasonableness of food; the employee personnel; the equipment and physical plant; and the money to be spent.

The following rules are followed in planning menus that will best suit the needs of the average child:

1. At least a quart of milk per day for each growing child to be used in cooking and for drinking.
2. Bread at every meal; breakfast food every morning. Much whole grain breads and cereals are used.
3. At least two vegetables other than potatoes. One should be of the green leaf variety. Use an abundance of raw vegetables.
4. Fruit daily. Use fresh fruit whenever possible.
5. At least four eggs per child per week. This includes cooking.
6. Meat or some substitute each day.
7. Two tablespoons butter each day.
8. Sweets in some form once each day.

In order that malnutrition may be eliminated, menus are planned to give the child an adequate amount of food for growth, repair and motion. For those few children that are underweight, a special lunch is prepared at recess each day.

Sample Menus for the Week of April 20th to April 26th, 1942

Monday:

Breakfast	Dinner	Supper
Pineapple	Hot Dogs	Corn and Cheese Souffle
Cooked Cereal	Mustard Catsup	Shredded Vegetable Salad
Buttered Toast	Mashed Potatoes	Brown Bread Butter
Preserves	Turnip Greens	Chocolate Cake
Milk	Biscuits	Milk

Tuesday:

Graperuit	Roast Beef	Bean Soup
Dry Cereal	Candied Yams	Saltines Butter
Buttered Toast	Lima Beans	Sliced Tomatoes
Preserves	Corn Bread	Bread
Milk		Apple Butter
		Blackberry Pie
		Milk

Wednesday:

Applesauce	Lamb Stew with	Macaroni and Cheese
Scrambled Eggs	Potatoes	Peanut Butter Sandwiches
Grits	Peas and Carrots	Shredded Lettuce
Buttered Toast	Cornbread	Russian Dressing
Milk		Fruit Cup
		Milk

Thursday:

Grapefruit Juice	Ragout	Vegetable Soup
Cooked Cereal	Mashed Potatoes	Saltines
Buttered Toast	Mustard Greens	Toasted Pimiento Sandwiches
Preserves	Cornbread	Pickles Apple
Milk	Butter	Milk

Friday:

Tomato Juice	Salmon Croquettes	Potato Salad
Cooked Cereal	String Beans	Sliced Tomatoes
Buttered Toast	Corn Pudding	Brown Bread Butter
Jelly	Biscuits	Peach Ice Cream
Milk	Butter	Milk

Saturday:

Pineapple Juice	Meat Loaf	Baked Beans
Dry Cereal	Mashed Potatoes	Cole Slaw
Buttered Toast	Buttered Carrots	Whole Wheat Bread
Preserves	Catsup	Gingerbread
Milk	Biscuits	Milk
	Butter	

Sunday:

Grapefruit Juice	Roast of Beef	Fruit
Hot Cakes	Rice	Cookies
Syrup	Gravy	
Butter	English Peas	
Milk	Rolls Butter	
	Strawberry Short Cake	

Respectfully submitted,
 NORA B. STEPHENSON,
 Matron - Dietitian

HEALTH PROGRAM

The School has a thirty-six bed infirmary which is adequate to take care of the ordinary illnesses during the school year. We are proud to say that the past biennium there has been very little illness. With the exception of epidemics of childhood diseases such as measles, mumps, etc., we have been very fortunate in having no great worries along the line of illness.

To keep and maintain a proper health program, the School has on its staff one medical doctor, one eye, ear and throat specialist, a dentist, a registered nurse, and a practical nurse. Great care is exercised to see that the children have plenty of recreation, sufficient rest, and careful supervision at all times. A graduate dietitian is in charge of the food department, and it is her business to see that the meals are carefully planned and that the children have plenty of nourishing food with a sufficient supply of milk, eggs, fruit and green vegetables. A great deal of attention is given to the preparation of the food.

Upon the opening of school each child is given a careful physical examination, and a record card is filled out. Physical defects are noted on this card, and where it is possible to correct them, every effort is made to do so. Each child is weighed monthly, and any student not maintaining his proper weight is placed on a special diet and given nourishing food according to his particular need. As stated above, there was not much illness during the last biennial period.

All children entering school for the first time must present negative Wassermann reports before they are accepted. Tests were run on employees and students for tuberculosis through the facilities of the State Board of Health. The splendid health program which the School has enjoyed during the past biennium, we feel, is due to the careful and adequate supervision, proper feeding, and planned recreational activities and work periods, and to adequate medical attention.

INFIRMARY

As stated elsewhere in this report, the major part of the work in our infirmary, in charge of which we have a registered nurse, is taking care of minor illnesses, accidents and injuries. We feel that our good health program is due to the holding of a

clinic at the beginning of each school year at which time all defects are reported on each individual child. During the school year, many children were provided with glasses, and an unusually large number of children had their tonsils removed. A number of eye operations were performed, and some of the children, after receiving eye attention were able to return to public schools.

DAILY PROGRAM

The problem of arranging a proper working program for a school such as this, where the children spend nine months of each year of their lives, in order that all vocational, recreational, and academic activities may be properly coordinated, is not an easy one. Much time is given to the working out of a daily program. The regular classroom work is carried on in the morning from eight until one o'clock. Vocational instruction is given in the afternoon from two until four. A few classes have their vocational work during the morning hours. The physical education program is carried on from four until five o'clock in the afternoon.

On Saturdays, vocational instruction is given from eight until eleven in the morning. On Saturday afternoons, the children are allowed to visit friends, go downtown, or to follow any recreational activities in which they are particularly interested. The younger children may go downtown at certain intervals under the direction of a supervisor, or housemother. On Sundays the sightless children attend churches downtown, while chapel services are held for the deaf at the School.

There follows a schedule of our daily program:

ORDER OF THE DAY

SCHOOL DAYS

Rise	6:00 a.m.
Breakfast	7:00 a.m.
School	8:00 a.m.
Recess	10:45 to 11:00 a.m.
Close of School	12:50 p.m.
Dinner	1:05 p.m.
Shops and Industries	2:00 p.m.
Close of Shops and Industries	4:00 p.m.
Recreation	4:00 to 5:00 p.m.
Supper	5:45 p.m.

Study	Deaf 7:00 to 9:00 p.m. Blind 6:30 to 7:30 pm.
Retire—Lights out	9:30 p.m.

SATURDAYS

Rise	6:00 a.m.
Breakfast	7:00 a.m.
Shops and Industries	8:00 a.m.
Close of Shops and Industries	11:00 a.m.
Dinner	1:05 p.m.
Supper	5:45 p.m.
Meeting of Literary Societies	6:30 p.m.
Retire—Lights out	9:30 p.m.

SUNDAYS

Rise	7:00 a.m.
Breakfast	8:00 a.m.
Sunday School	9:00 to 10:00 a.m.
Devotional Exercises	11:00 a. m.
Dinner	1:15 p.m.
Refreshments	5:00 p.m.

Meetings of Christian Endeavor Societies:

Department for the Blind	5:30 p.m.
Department for the Deaf	6:30 p.m.

Retire—Lights out	9:30 p.m.
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PHYSICAL EDUCATION

A proper physical education program is another very important feature of the work of this School. Every child from the youngest to the oldest has some form of exercise and planned recreation each day. The work of the Department of Physical Education includes physical examinations, individual and group gymnastics, organized and unorganized games, folk and social dancing and instruction in hygiene and proper health habits.

The older boys and girls have planned for them a splendid athletic program. The boys engage in football, and basketball is carried on for both boys and girls. Our teams play schedules with nearby public schools and once in a while a journey is made to nearby state schools. The past biennium we have not engaged in football to any great extent due to the fact that our boys are very immature. The School has good tennis courts, and during

the past biennium great interest has also been shown in badminton.

For the younger children in Bloxham and Wartmann Cottages, well planned play and recreational work programs have been carried out. Instruction in aesthetic dancing is provided for the girls in both the Department for the Deaf and the Department for the Blind.

Each spring the School puts on a gymnastic exhibition which is thoroughly enjoyed and largely attended by the public. This exhibition is really a climax of the year's work in physical education, and in so far as possible the the exhibition is planned so that practically every child in the entire School will have part in it. In 1941 the title of the exhibition was "Toyland". A tremendous crowd was present to witness this performance which was given on the athletic field of the School, on the banks of the Matanzas Bay. All departments are called upon to make the show an outstanding success. The platform and scenery for the show was built by the boys of the manual training department. The decoration was done by the pupils of the painting and art departments. Costumes were made by pupils in sewing classes, and music was provided by the orchestra and the chorus from the Department for the Blind.

The following program was given May 5, 1941.

TOYLAND

Directed by Miss Hazel Jack, *Girls' Physical Education Director*

At the stroke of twelve the people of Toyland awaken and come to life to enjoy an hour of song, dance and revelry.

*Wake up and Live Chorus - Blind Students
(Arrangement by Miss Daisy B. Wilson, Choral Director)*

Clowns	Deaf Boys
Toy Orchestra, Teddy Bears, and Beautiful Dolls . .	Primary Deaf
Clownettes	Deaf Girls
Dolls of the Nations	Blind and Deaf Girls
Chinese Irish Russian Spanish Dutch	

Circus

Dolls of America

Sailors	Blind Boys
Soldiers	Deaf Boys
Majorettes	Blind and Deaf Girls
	Finale

MILITARY TRAINING

Military training is carried on in the Department for the Deaf in a small way for several reasons. First of all, it develops good personal traits, proper carriage, as well as initiative and alertness in a large group of our older boys. It also has a certain value in securing proper discipline. Our boys present a very neat appearance when in uniform and authorities tell us that they march with the accuracy and precision of regular soldiers. Students from this department are frequently invited to participate in special parades and public entertainments.

FARM AND DAIRY

The school farm, consisting of approximately five hundred acres of land, is four miles north of St. Augustine on the Jacksonville—St. Augustine Highway, and extends eastward to North River. The majority of the land is in pasture and woods. About thirty-five acres have been cleared the last few years, and it is planted to cane and forage for the dairy herd. A considerable amount of vegetables is also grown at the school farm. Along the swamps and low ground on the farm is found some very rich muck land which is excellent for gardening.

The school dairy herd consists of seventy-two head. It is found that the Jersey strain, while not producing as much in quantity as some other strains, is more economical from the standpoint of upkeep and that the milk is of the highest quality. During the past year, our dairy herd produced 27,482 $\frac{3}{4}$ gallons of milk. The entire herd is on the accredited list of the Federal Government, which indicates that it is free of tuberculosis and Bangs disease. There continues to be a great demand for offspring from this herd, and we have more calls for young stock than we can supply. The dairy herd is a splendid asset in the matter of producing a good, wholesome diet for our children; as a matter of fact, I hardly know how we could provide a proper diet and maintain our health standards without our excellent herd of Jerseys.

The School also owns a herd of hogs which is largely maintained by garbage from the different kitchens about the School. This herd of hogs furnishes a considerable supply of pork during the winter months.

During the first year of the biennium the School, at the request of the Federal Government, transferred 8.76 acres of land to the City of St. Augustine for an extension of the north and south runway of the St. Augustine Municipal Airport. In exchange for this 8.76 acres of land, the City of St. Augustine deeded to the School 6.56 acres which was purchased from J. W. Copsey. This land lies directly west of the land already owned by the School. Permission was also granted to Army authorities to cut much of the tall timber immediately north of the Airport in order that here would be no interference in the matter of airplanes making proper landings.

The farm project has been of great help to the household department in the matter of providing an adequate and balanced diet for our student body.

REPAIRS AND IMPROVEMENTS

The only major improvement made during the past biennium was the conversion of the heating plant from coal to oil. The larger part of the plant now is heated by oil which was made possible by the installation of a 178 h. p. Fitzgibbons boiler. The high pressure boiler which was used to furnish hot water has been equipped with an oil burner. The underground system of steam lines was also given needed attention and is in better condition than it has been for many years. Additional work should be done on the underground lines, and a second steam boiler should be installed as soon as possible.

Considerable roof repair was carried out during the past biennium. The tile was removed and necessary repairs made to the roofs on the wing and annex to the Department for the Colored, the Service Building, and the Industrial Building, and to two sections of Walker Hall. These improvements were badly needed.

In 1941 the students' bathrooms in Bloxham Cottage were torn out and entirely rebuilt with new tile. Showers were installed in each bath, and much work was done on the plumbing in this building, which was in poor condition. The boys' and girls' lavatories in Walker Hall were torn out, replaced with tile, and new lavatories were installed. During the past two years there the fact that some of the buildings are getting old, and the plaster has been more than the ordinary amount of plastering due to

is practically gone. When we installed our new oil-burning heating equipment, it was necessary to purchase a new Ford oil truck to transfer the oil from the railroad siding to the tank at the School. A new lean-to garage was built to house this equipment.

About eight thousand square feet of new flooring was laid in the Department for the Colored. New oak steps were placed in both the north and south stairways of the same department. Much work has been done to the plumbing.

Several different buildings have had their exteriors re-decorated. Numerous small improvements and repairs have been made at the main plant and at the farm.

GRADUATES

In May, 1941, there were six graduates from the Department for the Deaf: Mamie Mary Fazio, St. Augustine; Josephine Mary David, Jacksonville; Ida Jewell Stevens, Orlando; Raymond Lawrence Keith, John Gordon Gunter, Miami; Clifford LeRoy White, West Palm Beach; and four graduates from the Department for the Blind: Mary Catherine Scherer, Miami; Buelah Lee Holly, Lakeland; Raymond Lee McLean, Tampa; and Johnnie Hught Carroll, Mims.

The annual commencement exercises were held May 23, 1941, and the address, given by Dr. Walter J. Matherly, Dean of the College of Business Administration, University of Florida, was well received. One of the interesting things which Dr. Matherly stated to the members of the graduating class was that, "We must be able to give a reason for our faith whether that faith be religious, philosophical, economic, political, or educational. While we have a legal right to think what we please and to hold any opinions we desire to hold, we do not necessarily have a corresponding intellectual right. We must back our opinion with facts, our beliefs with proofs, our stands with the force of logic."

In May, 1942, there were six graduates from the School. From the Department for the Blind (white), there were graduated Patrice Eileen Forsyth, Daytona; Alice Marian Odgen and W. A. Ouzts, Jacksonville; and William Wallace Lopez, New Smyrna. From the Department for the Colored, were graduated

Albert James Figgs, Jr., blind of Coleman, and Lonnie L. Williams, Jr., deaf, of Jacksonville, Florida.

The commencement address was given by Dr. Colin English, State Superintendent of Public Instruction. Dr. English, in his remarks, discussed the responsibility which confronts the people of the nation today, emphasizing the renewed faith which has brought people closer to God and the Christian way of life and developed a finer idea of working together. He spoke of the seeming miracles which are being performed in industry in providing tanks, planes and munitions. He pointed out that when the war is won by the United Nations, it will fall upon us to carry the torch of civilization. He further stated that no graduating class has gone out at a more opportune time, because there is plenty of work to do—work for everyone. If we but have the intelligence to do our utmost in the right way, we will go forward and young people will have opportunities such as they have never had before.

PUPILS IN INSTITUTIONS OF HIGHER LEARNING

Each Legislature provides a scholarship fund for those of our students who have outstanding ability, can pass college entrance examinations, and who wish to attend institutions of higher learning. At the present time there are three graduates from our Department of the Deaf enrolled in Gallaudet College, the national college for the deaf, in Washington, D. C.: Jimmie Davis of Miami, Leander Moore of Jacksonville, and Frances Todd of Tampa. Albert Reeves of Millview graduated from there in June, 1942.

The following graduates from our Department for the Blind are attending higher learning: May and Ethel Stelle, Miami University; Orian Osburn and Kathryn Reardon, Stetson University; Mary Scherer, Trinity College, Washington, D. C.

At the present time more of our boys and girls are attending institutions of higher learning than at any time in the history of the School.

PROFESSIONAL IMPROVEMENT

Members of the staff, especially the faculty, have been very much interested in professional improvement and have

attended national conventions and summer schools with regularity. Several have worked toward their degrees; others have attended summer schools especially organized to give refresh-er courses to teachers of the deaf or the blind.

In June, 1941, the President attended the 32nd Biennial Convention of American Instructors of the Deaf which was held at the Missouri School for the Deaf in Fulton, Missouri. As Vice-President of this national organization, it was his duty to arrange the program for the Convention. The theme of the Con-vention was "Moulding Educational Opportunities for the Deaf for the World of Tomorrow with the Tools of Today." The following objectives were emphasized: better speech, better language, auricular training, vocational opportunities, social adjustment, new frontiers (research). Outstanding leaders of special education of the nation, both in and out of the profes-sion, took part in the program. It was one of the largest attended conventions the organization has ever held. The President of the Florida School was honored by being elected President of the Convention of American Instructors of the Deaf for the next biennial period, and the Florida School for the Deaf and the Blind was chosen as the meeting place for the next biennial meeting. This Convention was attended also by Miss Alyce Thompson, Supervising Teacher; Miss Lula Belle Highsmith, F. Alfred Caligiuri, Mrs. Walker R. Williams, Mr. and Mrs. Eugene Hogle, Mrs. W. S. Park, Miss Mary Bach, Miss Bessie Pugh, Miss Lalla Wilson, and Mr. William Grow. Miss Bach had a part on the program and demonstrated primary methods in arithmetic, while Miss Pugh demonstrated advanced methods of teaching advanced arithmetic. Miss Wilson gave a demon-tration of teaching language, and Miss Highsmith took part in a panel discussion on "Character Education".

The School has, for several years, had one hundred per cent membership in the Florida Education Association, The American Association to Promote the Teaching of Speech to the Deaf, the Convention of American Instructors of the Deaf, and The American Instructors of the Blind. Each faculty member carries membership in the national organization which covers his or her own special field of work.

RESIGNATIONS AND APPOINTMENTS

In June, 1941, there were the following resignations from the academic staff of the school: Miss Mary Bach to accept a position in the Tennessee School for the Deaf; Miss Jennie Mayes Stroud to be married; Miss Marie P. Orr, who retired on pension; and Mrs. Eleanor Burns who had been teaching on temporary assignment. Appointments to fill these vacancies were made as follows: Miss Mary A. Spainhour, B. S., of North Carolina School for the Deaf at Morganton; Miss Elizabeth Milloy, B. S. of the Mansfield, Ohio day schools; Miss Jane T. Pearce, B. A., of the Rochester, New York, day schools; and Miss Pearl I. Holmquist, B. S., of the Virginia, Minnesota, day schools. Miss Zerline Fifield was granted leave of absence to take advantage of a fellowship granted her by the New York School for the Blind, New York City. Miss Clarissa Pickles, B. A., who had served as librarian during the previous year, was appointed to fill Miss Fifield's place. Miss Claudine Hutchins, A. B., of the public schools was appointed librarian and clerk in Miss Pickles' place.

In June, 1942, resignations were submitted as follows: Miss Elizabeth Higgins and Miss Marian E. Line to be married; Miss Pearl Holmquist to accept a position in the Minnesota Day Schools; Mr. James A. Dey to engage in defense industries; Mrs. Edna M. Kerr who had been teaching on temporary assignment. The following appointments were made to fill the vacancies: Olaf L. Tollefson, B. A., of the Georgia School for the Deaf; Miss Sara Mayers Lee, M. A., normal training department of Gallaudet College; and Miss Lois Helen Nyhus, B. A., of the Idaho School for the Deaf. Mr. Julius L. Myers was given leave of absence for the duration of the war to enlist in the United States Coast Guard. The vacancy created by Miss Line's resignation will be filled by the return of Miss Zerline Fifield to her duties here.

SOCIAL AND STUDENT ACTIVITY PROGRAM

The problem of arranging an all-inclusive program in a residential school where the children must be taken care of nine months of each year, is a very exacting one. Time must be properly budgeted to take care of all the academic, vocational,

social and leisure time of each pupil. Sufficient time must be arranged for recreation, yet all leisure time must be well planned. A well balanced recreational program is arranged and plenty of opportunity for social development is given. Frequently parties, social hikes and picnics are held, which are enjoyed by the different groups. All social entertainments are held under the supervision of faculty members. The children are frequently invited to entertainments and socials given by different organizations in St. Augustine. Each department of the School has a Literary Society and a Christian Endeavor. As much responsibility in preparing the programs is given to the children as possible; however, all programs are prepared under the direction of a faculty committee. Every opportunity possible is given for each child to develop self-reliance and self-dependence whenever possible. Each two weeks motion pictures are shown in the school auditorium. Children are also given the opportunity to attend the downtown picture shows and entertainments. The School is conducted on the home plan in so far as possible. Of course, in an organization composed of almost four hundred and fifty persons, certain definite rules must be established and adhered to very carefully; however, the children are given every opportunity to develop the habit of self-dependence and leadership.

NECROLOGY

During the biennium the School lost one of its faithful employees, Mrs. Lucile M. Moore, who had served in the capacity of supervising teacher in the Department for the Deaf for twenty-eight years. Mrs. Moore passed away at her home in St. Augustine on September 13, 1940. Lucile Marsh was born in Indianapolis, Indiana, in March, 1876, and came with her parents to reside in Lake County, Florida, in 1885. She married in Okahumpka, Florida, Sidney M. Moore of Leesburg. She received her early education in DePauw University, and took her professional training at Clarke School for the Deaf in Northampton, Massachusetts. Mrs. Moore became interested in the work of the deaf because of a deaf daughter. She is survived by her daughters, Miss Margaret Moore and Mrs. F. K. Hyder, the wife of Dr. F. K. Hyder of Northampton, Massachusetts. Dr. and Mrs. Hyder have done much research work in our special

field of education. Mrs. Moore was well known throughout the profession, contributed frequently to the literature of the profession, and also for several years served on the faculty of the summer school of the American Association to Promote the Teaching of Speech to the Deaf, of which organization she was a director. Mrs. Moore rendered a very fine service to this School and to the profession at large.

APPROPRIATION REQUEST FOR 1943-1945

	1st Year	2nd Year
Salaries	\$ 97,065.00	\$ 97,065.00
Necessary and Regular Expenses	127,074.00	127,074.00
GRAND TOTAL Biennium		\$448,278.00

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND SUMMARY OF PROPOSED BUDGET FOR 1943-1944

<i>Department</i>	<i>Total</i>	<i>Salaries</i>	<i>Necessary and Regular Expenses</i>
Administration	\$ 12,035.00	\$ 8,400.00	\$ 3,635.00
Maintenance and Operation of Plant	48,938.00	5,550.00	43,388.00
School for the Blind	20,911.00	15,735.00	5,176.00
School for the Deaf	57,475.00	51,100.00	6,375.00
Dormitories	17,360.00	9,650.00	7,710.00
Dining Halls	40,805.00	2,735.00	38,070.00
Laundry	2,645.00		2,645.00
Hospital	4,345.00	3,690.00	655.00
Recreation	550.00		550.00
Dairy Farm	12,870.00		12,870.00
*Reserve for Emergency	10,000.00	4,000.00	6,000.00
TOTAL	\$227,934.00	\$100,860.00	\$127,074.00

NOTE: \$3,795 of the total amount of \$100,860.00 for Salaries is from earnings of the School, leaving a balance of \$97,065.00 to come from the Legislative Appropriation.

* This amount to be spent only on the approval of the Board of Control and the Board of Education.

PERMANENT IMPROVEMENTS

Description	Requested 1 Year	Requested Biennium
<i>*Building Program</i>		
Service, Garage and Maintenance Building		\$20,828.00
Second Boiler at Main Plant and Installation of New Heating Plant at Colored School, Bloxham and Wartmann Cottages and Underground Lines		18,554.64
TOTAL		\$39,382.64

*The 1941 Legislature appropriated like amounts for this Program which was not used. The need for these Projects is as great now as it was in 1941. We therefore request a new appropriation.

EXPLANATORY NOTES

Our appropriation request for the 1943-45 biennium it set up under two general headings: (1) Salaries and (2) Necessary and Regular Expenses. We are also setting up a request under the heading of Permanent Improvements.

SALARIES

Under the heading of Salaries, we are requesting the sum of \$97,065.00 for each year of the biennium. This represents a small increase over the appropriation for salaries last year. Due to the scarcity of teachers of handicapped children and the fact that many are leaving the profession to go into defense industries at greatly increased salaries, it is absolutely imperative that we grant small increases if we expect to retain our best instructors and a properly trained personnel. We have been fortunate this year in having every vacancy in our academic department filled on the opening date of school. Unless school standards are maintained, we certainly will lose much of the best that we are struggling to preserve in our fight for democracy. Properly trained teachers and adequate equipment are necessary essentials.

NECESSARY AND REGULAR EXPENSES

Under the heading of Necessary and Regular Expenses, which might be grouped under the general heading of Maintenance, we are requesting a total of \$127,074.00 for each year

of the biennium. This represents an increase of \$11,031.70 over the amount appropriated last year. This small increase is to take care of increases in general maintenance items of operation and to make only necessary replacements and general repairs. Food stuffs have increased almost twenty-five per cent, and many items are unobtainable. We are having considerable difficulty in keeping our labor personnel. It will be absolutely necessary to grant certain small increases if we expect to keep such positions as cooks, maids, janitors, etc., filled with fairly competent personnel. The total increase in our budget represents an increase of eight percent over the actual amount spent last year. While this seems to be a very small increase considering the increased cost of maintenance items, if our increased enrollment is not too great, we will be able to carry on with that amount.

PERMANENT IMPROVEMENTS

Shop, Garage and Maintenance Building: None of the money appropriated for this improvement was spent during the last biennium. The School needs very much a place to take care of the motor equipment and a shop for the Superintendent of Maintenance. We are requesting the sum of \$20,828.00 for this improvement.

Second boiler at Main Plant and Installation of New Heating Plant at Colored School, Bloxham and Wartmann Cottages and Additional Fuel Tank: In order to complete our original plan of having a central heating plant, we would like to add a second boiler and extend the pipe line to the Colored School. By so doing we would be able to make a considerable saving in fuel and have more efficiency in heating of the buildings at the School for the Colored. A new boiler should also be installed at Wartmann and Bloxham Cottages. For these improvements we request \$18,554.64.

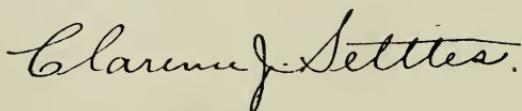
CONCLUSION

During the present biennium more of our graduates and ex-pupils have been employed at splendid salaries than for many years. Of course, the reason for this is that many of them are employed in defense industries and other businesses and agencies which have been created by the national emergency. We feel the School is fulfilling the purpose for which it was

created; that is, the proper preparation of the deaf and the blind of our State for a useful place in society. High Christian ideals are emphasized, and it is the objective of the School to send our boys and girls out with a good academic education, good Christian character, and sound pre-vocational training so that they will be able to fit into the economic and social plan of life, live a useful, happy and purposeful life, and render a useful service to their communities. Several of our graduates have gone on to institutions of higher learning and made splendid records.

The splendid interest, advice, and counsel of the State Board of Control has been very helpful in carrying out the work of the School. Also the splendid interest of the Governor and the State Board of Education in our many problems is muchly appreciated. Without the splendid cooperation and faithfulness of the staff and employees to every detail of their many difficult duties and their personal interest in the problems arising daily in connection with the many different phases of our daily program, the work of the biennium could not have been a success. Their faithfulness to duty and cooperation at all times is fully appreciated.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Clarence J. Settles".

President

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Statement of Receipts and Disbursements
1940-1941 and 1941-1942

LEGISLATIVE APPROPRIATION—SALARIES

	Year 1940-1941	Year 1941-1942
Balance, brought forward	\$ 3,513.45	None
Appropriation	<u>87,755.00</u>	<u>\$92,142.50</u>
	91,268.45	92,142.50
Disbursements	<u>85,186.85</u>	<u>90,561.49</u>
Balance	<u>\$ 6,081.60</u>	<u>\$ 1,581.01</u>

LEGISLATIVE APPROPRIATION—NECESSARY & REGULAR EXPENSE

	Year 1940-1941	Year 1941-1942
Balance, brought forward	\$ 20,139.15	None
Appropriation	<u>110,516.50</u>	<u>\$116,042.30</u>
	130,655.65	116,042.30
Disbursements	<u>110,223.11</u>	<u>115,605.56</u>
Balance	<u>\$ 20,432.54</u>	<u>\$ 436.74</u>

PERMANENT BUILDING FUND

	Year 1940-1941	Year 1941-1942
Balance, brought forward	\$ 4,352.48	\$1,172.91
Receipts, during year	<u>215.25</u>	<u>440.03</u>
	4,567.73	1,616.94
Disbursements, during year	<u>3,394.82</u>	<u>None</u>
Balance, end of year	<u>\$ 1,172.91</u>	<u>\$ 1,616.94</u>

INCIDENTAL FUND

	Year 1940-1941	Year 1941-1942
Balance, brought forward	\$ 10,854.96	\$15,194.84
Receipts, during year	<u>5,849.88</u>	<u>4,386.82</u>
	16,704.84	19,581.66
Disbursements, during year	<u>1,510.00</u>	<u>None</u>
Balance, end of year	<u>\$ 15,194.84</u>	<u>\$ 19,581.66</u>

BOARD OF CONTROL FUND

	Year 1940-1941	Year 1941-1942
Balance, brought forward	\$ 18,585.36	\$14,303.74
Receipts, during year	<u>None</u>	<u>None</u>
	18,585.36	14,303.74
Disbursements during year	<u>4,281.62</u>	<u>177.42</u>
Balance, end of year	<u>\$ 14,303.74</u>	<u>\$14,126.32</u>

LIST OF WHITE GRADUATES

Class of 1898

Artemas Winifred Pope	Deaf
Cora Carlton	Deaf

Class of 1907

Eugenia Wilson	Deaf
Nettalien Vanderpool	Deaf

Class of 1908

DeWitt Lightsey	Blind
Alice Carlton	Deaf

Class of 1911

Lucius Emerson	Blind
Lula Barfield	Blind

Class of 1913

Henry Stephen Austin	Deaf
Henry Raymond Rou	Deaf

Class of 1914

Minnie Violet Clemons	Deaf
Sarah Virginia Johnson	Deaf
Roxie Rice Jordan	Deaf
Charles Edward Manire	Deaf

Class of 1915

Mabel Bates	Blind
Pearl Brown	Blind
Bessie Sikes	Blind

Class of 1918

Lola Ashley	Blind
Annie Lee Barksdale	Blind
Arthur Dye	Blind
Laurence Randall	Deaf

Class of 1919

Dixie Clyde Fernside	Deaf
Amelia Theresa Loring	Deaf
Lalla E. Wilson	Deaf
Uriel Jones	Deaf

		Class of 1921
Annie Louise Clemons	.	Deaf
Mary Jim Crump	.	Deaf
Pearl Helen Holland	.	Deaf
		Class of 1922
Rosie Nasrallah	.	Blind
		Class of 1925
Willie Butler	.	Blind
Frances Johnson	.	Blind
		Class of 1926
Majorie K. Eigle	.	Deaf
Gladys L. Eastman	.	Deaf
		Class of 1927
Florian Caliguiri	.	Deaf
William A. Hall	.	Deaf
Julius L. Myers	.	Deaf
		Class of 1928
Georgette E. Duval	.	Deaf
Florence K. Wells	.	Deaf
Benjamin F. King	.	Deaf
William Edward Clemons	.	Deaf
Gladys M. Jones	.	Blind
Stewart M. Yates	.	Blind
Albert H. Macy	.	Blind
Aubrey B. Martin	.	Blind
		Class of 1930
Bessie Henderson	.	Deaf
Helen Salter	.	Blind
Nell Norton	.	Blind
		Class of 1931
L. E. Jennings	.	Deaf
Dan Long	.	Deaf
Warren Wilson	.	Deaf
Khaleel Kalal	.	Deaf
Antonio Virsida	.	Deaf
Robert Hoagland	.	Deaf
		Class of 1932
Reba Blackwelder	.	Deaf
Aileen Grace	.	Blind

Lucy Dent Smith	Blind
Alexander Nasrallah	Blind
Walter Nasrallah	Blind
Ernest Shaheen	Blind

Class of 1933

Charles M. McNeilly	Deaf
Jans Rosier	Deaf

Class of 1934

Beatrice David	Blind
Clara Stevenson	Deaf
Ethel Crawford	Deaf

Class of 1935

Velma Cumbie	Deaf
Janet Lightbourn	Deaf
Pauline Register	Deaf
Loyce Ommie Barfield	Deaf
Bernita Flora Gilberstadt	Blind
Albert Forrest Reeves	Deaf
Harry Joseph Schaffner, Jr.	Deaf
Edwin Laurens Bledsoe	Deaf
Gladys Louise Murrell	Blind
Edwin Joseph Holly	Blind

Class of 1936

Doris Sabra Hodges	Blind
Marvin Robert Barnett	Blind

Class of 1937

Donald B. Shaefer	Blind
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Class of 1938

Thomas Leroy Cooper	Deaf
Robert Brookter Edwards	Deaf
Mabel Josephine Johnson	Deaf
Robert Eugene Polk	Deaf
Mitchell Abraham Kalal	Deaf
Annette Long	Deaf
Harry Leander Moore, Jr.	Deaf
Carlie Frances Todd	Deaf
Lorraine Wertheim	Deaf
Doris Kathryn Reardon	Blind

Class of 1939

Class of 1940

Class of 1941

Class of 1942

A LIST OF COLORED GRADUATES

Class of 1914

Louise Jones Blind

Class of 1925

Cary White Deaf
Georgia Hall Blind

Class of 1928

Reginald Green	Blind
Leroy Lundy	Blind
Herbert Moore	Blind

Class of 1930

Jodie M. Jackson	Blind
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Class of 1931

Moses Singleton	Blind
Washington Jones	Blind
Ernest Lawrence	Blind

Class of 1932

Annie M. Stevens	Deaf
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Class of 1933

Johnnie James	Deaf
Jennie L. Nelson	Deaf
Geneva Daniels	Deaf

Class of 1934

Melda Rawls	Deaf
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Class of 1935

Daisy B. Moore	Deaf
Marie Richardson	Deaf
Jesse Lawrence	Deaf
J. B. Sallet	Deaf
Fitzhugh White	Deaf
Alexander Hartley	Blind

Class of 1936

Robert White	Deaf
Glennie Owens	Deaf
Timothy Morris	Deaf

Class of 1937

Willie Edna Jackson	Deaf
Ruby Ann Young	Deaf
Willie Edward Danzy	Deaf

Class of 1938

Charlie Frank Simmons	Deaf
Freddie Irving Rozier	Blind

Class of 1939

Barbara Brown Deaf
Estella Annie Reid Deaf

Class of 1940

Class of 1942

ROSTER OF STUDENTS

Biennium 1940-1942

Deaf Boys

1. Adler, Alan	Hillsborough
2. Alford, Herbert	Suwannee
3. Anderson, Burton	Orange
4. Anderson, Kenneth	Hillsborough
5. Arias, Thomas	Hillsborough
6. Barnes, Elno	Hillsborough
7. Bissell, Robert	Broward
8. Bradley, George	Duval
9. Bradley, Kirby	Jackson
10. Cain, Ruben	Leon
11. Carlson, Don	Dade
12. Carre, Gene	Putnam
13. Carter, Ralph	Jackson
14. Cassady, Clyde	Lake
15. Chandler, Miles	Palm Beach
16. Clements, Clifford	Colbert, Alabama
17. Clemons, J. E.	Union
18. Cloer, James	Bradford
19. Colley, James	Putnam
20. Cooke, Gaston	Dade
21. Cooper, Austin	Pinellas
22. Crews, Jerry	Duval
23. Crum, Fred	Wakulla
24. Cumbie, Douglas	Hillsborough
25. Daugherty, Jack	St. Johns
26. Davis, Norman	Lee
27. Daw, David	Escambia
28. Dyal, L. D., Jr.	Duval
29. Edwards, William	Gadsden
30. Elkes, Eugene	Hillsborough
31. Enfinger, Paul	Leon
32. English, Marvin	Lake
33. Fazio, Joe	St. Johns
34. Fleming, Roger	Suwannee
35. Fox, Edgar	Dade
36. Gardner, James	Hillsborough
37. Gibbens, Harry	Dade
38. Gomez, Candido	Hillsborough
39. Goodstein, Charles	Dade
40. Goodstein, Howard	Dade
41. Graham, Bob	St. Johns

42. Graves, Allen	Duval
43. Green, Randolph	Duval
44. Green, Wilburn	Polk
45. Grizzard, Jarold	Duval
46. Gullo, Michael	Hillsborough
47. Gunn, Elton	Decatur, Georgia
48. Gunter, John	Dade
49. Hanks, Leon	Escambia
50. Hightower, Tom	Dade
51. Hinson, Sam	St. Johns
52. Holmes, Darwin	Palm Beach
53. Holmes, Howard	Palm Beach
54. Hood, James	Holmes
55. Houghton, Eddie	Manatee
56. Hughes, James	Jefferson
57. Hunter, Talmadge	Hillsborough
58. Hutto, Wilford	Alachua
59. Jackson, Edward	Leon
60. Keene, Charles	Duval
61. Keene, Harley	St. Johns
62. Keith, Raymond	Dade
63. Kurtz, Eugene	Duval
64. Land, Wayne	Duval
65. Langley, Earl, Jr.	Gadsden
66. Langston, Murray	Leon
67. Lawrence, David	Jackson
68. Laws, Bobby	Hillsborough
69. Little, Wesley	Hillsborough
70. Lopez, Julian	St. Johns
71. Malone, Bobby	Escambia
72. Martin, Marvin	Polk
73. Mingo, Dale	Dade
74. Moore, Kendall	Duval
75. Moore, Lovell	Holmes
76. O'Neal, Dewey	Gulf
77. Osman, Allen	Duval
78. Paul, Robert	Hillsborough
79. Pert, J. C.	Escambia
80. Petty, Eugene	Manatee
81. Phelps, Harry	Holmes
82. Pitt, Lawrence	Lake
83. Pitts, Arthur	Duval
84. Pollock, C. B.	Collier
85. Prestwood, Floyd	Polk
86. Pritchards, James	Duval
87. Rabb, Jack	Citrus
88. Rawlins, Oscar	Velusia

89.	Rayl, Paul	Escambia
90.	Richards, Billy	St. Lucie
91.	Robbins, L. Joseph	Pinellas
92.	Roberts, Jerry	Dade
93.	Robinson, Billy	Dade
94.	Roguer, Eulicio	Hillsborough
95.	Rooks, Billy	Sumter
96.	Rowe, Harold	Dade
97.	Rutledge, Jimmie	Dade
98.	St. Amant, Ronnie	Hillsborough
99.	Sandager, Kieth	St. Johns
100.	Sasser, Ralph	Polk
101.	Sheppard, Robert	Manatee
102.	Shouppe, Carl	Jackson
103.	Shouppe, Joe	Jackson
104.	Simpson, Jimmie	Pinellas
105.	Sistrunk, Paul	Hamilton
106.	Sistrunk, William	Hamilton
107.	Skipper, Billie Joe	Bay
108.	Smith, Fletcher	Lake
109.	Stanley, J. W.	Hillsborough
110.	Sumner, Dewey	Polk
111.	Thompson, Edward	Duval
112.	Ulmer, Jahnz	Duval
113.	Urrutia, Mike	Hillsborough
114.	Vaughan, Donald	Pinellas
115.	Vaughan, Littleton, Jr.	Palm Beach
116.	Vickers, Jimmie	Broward
117.	Vinson, David	Duval
118.	Wheatlon, John	Manatee
119.	White, Ronald	Gadsden
120.	White, Roy	Palm Beach
121.	Williams, George	Baker
122.	Wilmot, Earnest	Duval
123.	Wilson, Jay	Dade
124.	Wise, Earl	Jackson
125.	Wise, Marvin	Jackson
126.	Wynn, John	Jackson

Deaf Girls

7. Barber, Claudia	. . . . .	. . . . .	Dade
8. Baxter, Luella	. . . . .	. . . . .	Suwannee
9. Belcher, Barbara	. . . . .	. . . . .	Lake
10. Bohannon, Lois	. . . . .	. . . . .	St. Johns
11. Brown, Mildred	. . . . .	. . . . .	Manatee
12. Bryan, Fredia	. . . . .	. . . . .	Duval
13. Burdges, Jo-Ann	. . . . .	. . . . .	Duval
14. Burkhard, Marilee	. . . . .	. . . . .	Hillsborough
15. Butler, Winona	. . . . .	. . . . .	Gadsden
16. Capitano, Rosina	. . . . .	. . . . .	Hillsborough
17. Carroll, Jenett	. . . . .	. . . . .	Polk
18. Carter, Lucille	. . . . .	. . . . .	Jackson
19. Cassidy, Lilly	. . . . .	. . . . .	Holmes
20. Christie, Alva Dean	. . . . .	. . . . .	Columbia
21. Chumley, Phyllis	. . . . .	. . . . .	Duval
22. Cowart, Aleen	. . . . .	. . . . .	Lake
23. Critchton, Nellie	. . . . .	. . . . .	Hillsborough
24. Crowell, Betty Rose	. . . . .	. . . . .	Dade
25. Cunningham, Virginia	. . . . .	. . . . .	Dade
26. Dale, Nora	. . . . .	. . . . .	Gadsden
27. David, Josephine	. . . . .	. . . . .	Duval
28. Davis, Henrietta	. . . . .	. . . . .	Duval
29. Deal, Martha Lois	. . . . .	. . . . .	Jackson
30. Dietz, Mary Theresa	. . . . .	. . . . .	Duval
31. Edwards, Lenora	. . . . .	. . . . .	Polk
32. Fair, Emma Sue	. . . . .	. . . . .	Gadsden
33. Fazio, Mamie	. . . . .	. . . . .	St. Johns
34. Feinberg, Beatrice	. . . . .	. . . . .	Duval
35. French, Inese	. . . . .	. . . . .	Holmes
36. Goodman, Flora	. . . . .	. . . . .	Calhoun
37. Goodson, Geneva	. . . . .	. . . . .	Dade
38. Griffin, Gladys	. . . . .	. . . . .	Calhoun
39. Hall, Janette	. . . . .	. . . . .	Duval
40. Hamilton, Carolyn	. . . . .	. . . . .	Dade
41. Harris, Marilynn	. . . . .	. . . . .	Duval
42. Haselden, Ethel	. . . . .	. . . . .	Broward
43. Head, Helen	. . . . .	. . . . .	Duval
44. Hemperley, Rebie	. . . . .	. . . . .	Dade
45. Hendrix, Rosa Lee	. . . . .	. . . . .	Calhoun
46. Hinson, Betty	. . . . .	. . . . .	St. Johns
47. Hinson, Rose	. . . . .	. . . . .	St. Johns
48. Hobbs, Annette	. . . . .	. . . . .	Volusia
49. Holmes, Bobbie	. . . . .	. . . . .	Duval
50. Hovsepian, Margaret	. . . . .	. . . . .	Dade
51. Hovsepian, Sarah	. . . . .	. . . . .	Dade
52. Howell, Gwendolyn	. . . . .	. . . . .	Gulf
53. Hudson, Clara Bell	. . . . .	. . . . .	Polk

54. Jeter, Bennie	Bay
55. Jordan, Herlene	Duval
56. Jourdan, Murlene	Calhoun
57. Jourdan, Viree	Calhoun
58. King, Mozelle	St. Johns
59. Klipstein, Jenelle	St. Johns
60. LaCroix, Lila Lorraine	Broward
61. Lamb, Virginia	Palm Beach
62. Langer, Catherine	Seminole
63. Long, Imogene	. Leon
64. McDowall, Rosemary	Alachua
65. Magill, Myrtle	Palm Beach
66. Majors, Patricia	St. Johns
67. Mancill, Isabelle	. Dade
68. Marshall, Martha	Escambia
69. Mock, Geannette	Escambia
70. Moody, Mary	St. Johns
71. Moody, Mattie	Marion
72. Mosley, Aline	. Clay
73. Napier, Sina Louise	St. Johns
74. Nelson, Margarett	Escambia
75. Oblinger, Jeanne	Hillsborough
76. Parker, Winell	Palm Beach
77. Parnell, Eloise	Columbia
78. Peeples, Beda	Palm Beach
79. Peeples, Mamie Lou	. Dade
80. Perez, Daila	Hillsborough
81. Perkins, Ruth	. Duval
82. Peters, Wanda Ruth	. Bay
83. Pittmann, Chrystelle	Calhoun
84. Prosser, Ida Elizabeth	Seminole
85. Read, Joyce	DeSoto
86. Remley, Lois	. Duval
87. Riley, Dorothy	Volusia
88. Roberts, Artha Rae	. Leon
89. Roberts, Mary Margarett	. Duval
90. Robertson, Lois	Alachua
91. Sapp, Emma Lou	Pinellas
92. Skinner, Mary Emma	. Lee
93. Slaughter, Dorma Jean	Volusia
94. Smith, Addie	Hillsborough
95. Smith, Caroline	. Lee
96. Smith, Evelyn	. Polk
97. Smith, Louise	Hillsborough
98. Smith, Margaret	. Dade
99. Spell, Wylodean	. Duval
100. Staton, Dorothy	Orange

Blind Boys

Blind Girls

1. Adams, Elizabeth	. . . . .	. . . . .	Escambia
2. Albury, Hazel	. . . . .	. . . . .	Hillsborough
3. Batten, Evona	. . . . .	. . . . .	Baker
4. Brotherson, Peggy	. . . . .	. . . . .	Dade
5. Bunn, Joren	. . . . .	. . . . .	Dade
6. Cain, Betty	. . . . .	. . . . .	Dade
7. Crawford, Maggie	. . . . .	. . . . .	Orange
8. Duncan, Jeanette	. . . . .	. . . . .	Alachua
9. Dyer, Beulah	. . . . .	. . . . .	Polk
10. Earnest, Joyce	. . . . .	. . . . .	Duval
11. Edgar, Juanita	. . . . .	. . . . .	Walton
12. Epps, Connie	. . . . .	. . . . .	Volusia
13. Forsyth, Eileen	. . . . .	. . . . .	Volusia
14. Grono, Margaret	. . . . .	. . . . .	Polk
15. Hall, Myrtle	. . . . .	. . . . .	Dade
16. Hay, Clarice	. . . . .	. . . . .	Hardee
17. Holly, Beulah	. . . . .	. . . . .	Polk
18. Holroyd, Barbara	. . . . .	. . . . .	Dade
19. Johns, Bertha Mae	. . . . .	. . . . .	Pinellas
20. Kinard, Alice June	. . . . .	. . . . .	Duval
21. Landrum, Blanche	. . . . .	. . . . .	Madison
22. McQuaig, Mary Louise	. . . . .	. . . . .	Hardee
23. Nettles, Barbara Jean	. . . . .	. . . . .	Orange
24. Ogden, Marian	. . . . .	. . . . .	Duval
25. Owens, Minnie Jean	. . . . .	. . . . .	Duval
26. Proctor, Donna Mae	. . . . .	. . . . .	Duval

Colored Deaf Boys

Colored Deaf Girls

1. Alexander, Mary Alice Polk
2. Allen, Virzey Duval
3. Baker, Marzelle Hillsborough

Colored Blind Boys

18. Wilson, Jack		Gadsden
19. Wright, Vandy		Levy
20. Young, James		Calhoun

Colored Blind Girls

1. Bright, Adlene		Duval
2. Farmer, Juanita		Levy
3. Grant, Yvonne		Dade
4. Howard, Ertharine		Dade
5. Knight, Louise		Duval
6. Laster, Willie Mae		Duval
7. Lewis, Flora		Sumter
8. McIntosh, Loleta		Dade
9. Peterson, Floris		Aachua
10. Randolph, Geneva		Lake
11. Robinson, Corine		Alachua
12. Scott, Essie Mae		Duval
13. Singleton, Mildren		St. Lucie
14. Williams, Mildred		Charlotte
15. Williams, Thelma		Osceola

Executive Heads Since its Foundation

Park Terrel . . .	Superintendent	. . .	1885—1890
W. A. Caldwell . . .	Superintendent	. . .	1890—1893
H. N. Felkel . . .	Superintendent	. . .	1893—1897
Fredrick Pasco . . .	Superintendent	. . .	1897—1900
W. B. Hare . . .	Superintendent	. . .	1900—1906
Albert H. Walker . .	President . . .	. . .	1906—1927
W. Laurens Walker, Jr.,	Acting President .	Nov. 22, 1927 to July 1, 1928	
Alfred L. Brown . . .	President . . .	. . .	1928—1932
Clarence J. Settles .	President . . .	. . .	1932—

BIENNIAL REPORT

OF THE

PRESIDENT

OF THE

**FLORIDA STATE SCHOOL FOR THE
DEAF AND THE BLIND**

TO THE

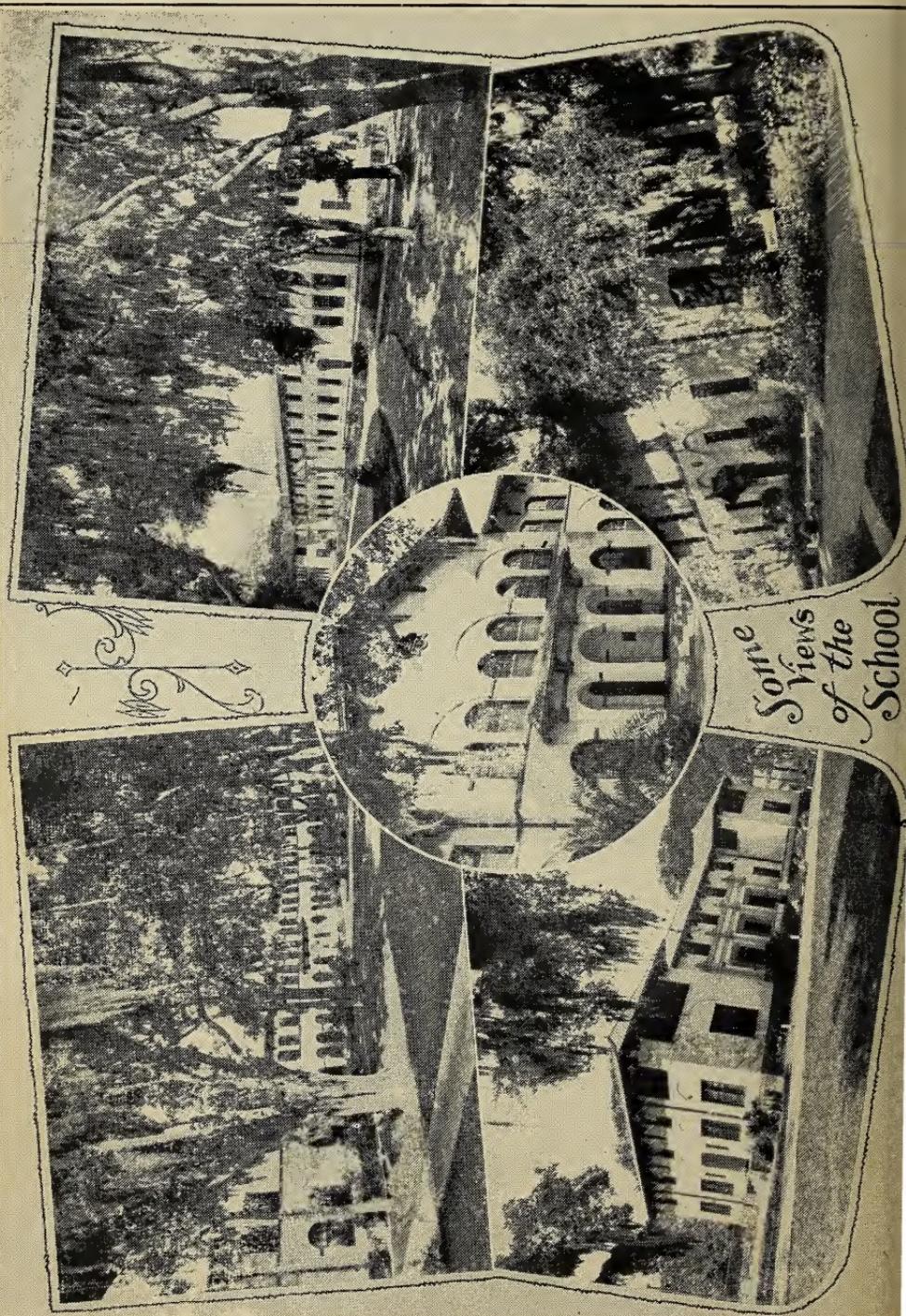
BOARD OF CONTROL



**FOR THE BIENNIAL
1942--1944**

F515
F4C

1942-44





HAPPY is the man that findeth wisdom,
and the man that getteth understanding.

Prov. iii. 13.

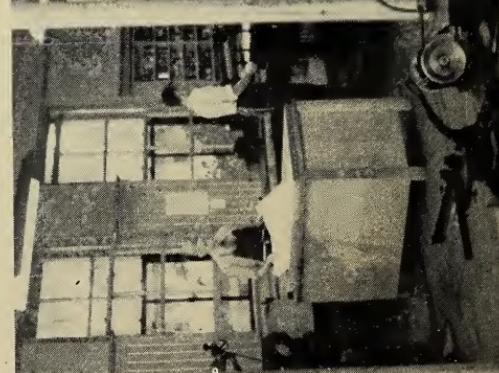
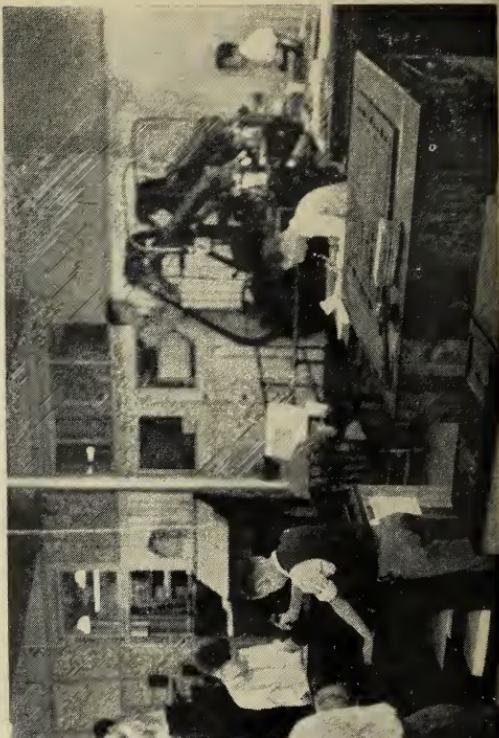
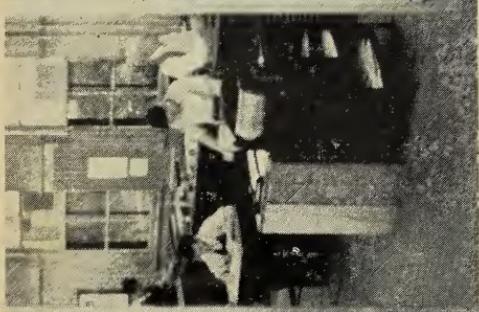


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FACULTY AND OFFICERS

SESSION 1943-1944

EXECUTIVE DEPARTMENT

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CARLYLE RITCH	<i>Business Manager</i>
MISS EUGENIA HUBBARD	<i>Bookkeeper</i>
MISS HELEN E. HAMILTON	<i>Secretary to the President</i>

EDUCATIONAL DEPARTMENT

TEACHERS OF THE DEAF

MISS ALYCE A. THOMPSON, M.A., *Supervising Teacher*

MISS ZOE MARSHALL, B.A., *Supervising Teacher (Primary Department)*

JOHN BLINDT, A.B.	MISS SARA M. LEE, M.A.
MRS. PAULL B. BOGER, B.A.	MISS LUCY LEWIS, A.B.
MRS. NADINE BULLARD	MISS ELIZABETH MILLOY, A.B.
F. ALFRED CALIGIURI, A.B.	MISS L. HELEN NYHUS, A.B.
MISS LAURA M. FLEITZ, B.S.	MRS. DOROTHY PARK
LOUIS GERBER, A.B.	MISS JANE T. PEARCE, A.B.
WILLIAM H. GROW, A.B.	MISS MARY I. STACK, B.S.
MRS. MARY M. GUY	MRS. VIRGINIA TART
MRS. LEONORA HOPKINS	MRS. JANE J. TILGHMAN
MISS HAZEL JACK, B.S.	MISS ELLA WARREN
MRS. ELIZABETH MAURY	MRS. WALKER R. WILLIAMS
MRS. LUCILLE M. KIRTLAND, B.M.	MISS LALLA WILSON, A.B.

MISS CLAUDINE HUTCHINS, B.A., *Librarian and Clerk*

TEACHERS OF THE BLIND

FRED C. HILL, M.A., *Head Teacher*

MRS. PAULINE BENNETT	MISS LUCILLE FERGUSON
KENNETH E. BRATT, B.S.	MISS CLARISSA PICKLES, A.B.
MRS. WAHNEETA DAVENPORT	MISS CLEO PICKLES, A.B.

DEPARTMENT OF MUSIC

MISS DAISY B. WILSON

MRS. INEZ W. KOGER, B.M.

DOMESTIC DEPARTMENT

Mrs. FLORENCE E. TALLMAN	<i>Matron-Dietitian</i>
Mrs. ATTILLA WESLER	<i>Housekeeper</i>
Mrs. AURDIE EARY	<i>Assistant Housekeeper</i>
A. C. WALKUP, M.D.	<i>Attending Physician</i>
Z. L. WEBB, D.D.S.	<i>Dentist</i>
C. C. GRACE, M.D.	<i>Ophthalmologist and oto-laryngologist</i>
Mrs. DORIS J. BURNETT, R.N.	<i>Nurse</i>
EUGENE HOGLE, A.B.	<i>Superintendent of Buildings</i>
PETER THOMASEN	<i>Engineer</i>
P. B. DAVIS	<i>Night Watchman</i>
Mrs. GRACE VAN RENSSELAER	<i>Night Watchwoman</i>

McLANE HALL

MISS STELLA ELROD, M.S.	<i>Senior Deaf Girls' Supervisor</i>
Mrs. ESTA STRICKLAND	<i>Junior Deaf Girls' Supervisor</i>
Mrs. PATRICIA DIAMOL	<i>Primary Deaf Girls' Supervisor</i>
Mrs. BERDYE L. DRISCOLL	<i>Blind Girls' Supervisor</i>

RHYNE HALL

CARL J. HOLLAND	<i>Senior Deaf Boys' Supervisor</i>
Mrs. BILLIE H. HALEY	<i>Junior Deaf Boys' Supervisor</i>
T. M. GIBBS	<i>Older Blind Boys' Supervisor</i>
Miss MAUDE GREEN	<i>Small Blind Boys' Supervisor</i>

BLOXHAM COTTAGE

MRS. MABEL CARSON, Housemother.....	<i>Primary Deaf Boys' Supervisor</i>
Mrs. H. L. Vining	<i>Primary Deaf Boys' Supervisor</i>

WARTMANN COTTAGE

MISS ANNIE WEAVER, Housemother.....	<i>Intermediate Deaf Girls' Supervisor</i>
MISS LYNETTE KIERCE	<i>Intermediate Deaf Boys' Supervisor</i>

DEPARTMENT OF INDUSTRIAL TRAINING

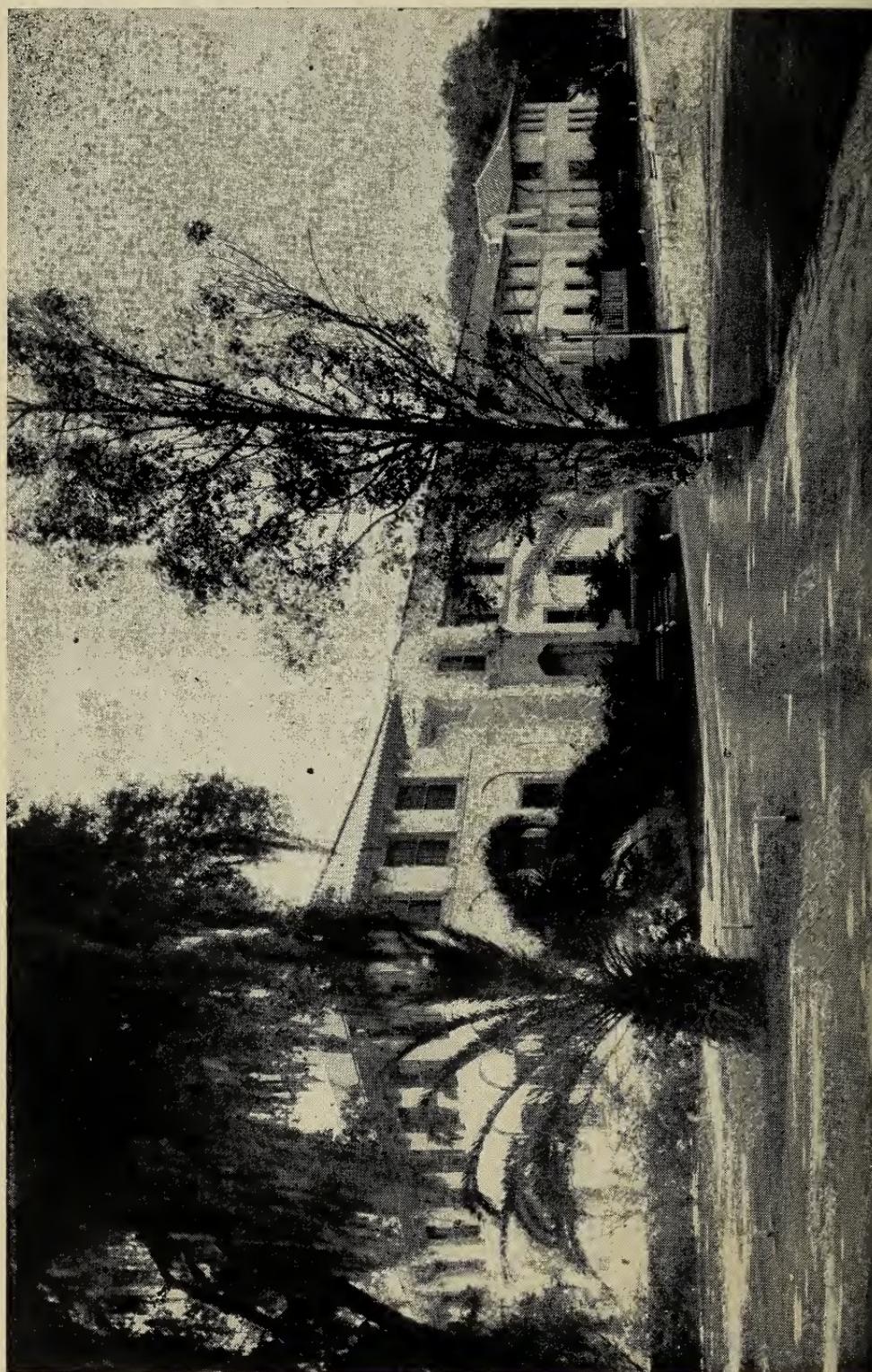
A. W. POPE.....	<i>Instructor in Printing and Linotyping</i>
EDMUND F. BUMANN, B.S.....	<i>Instructor in Carpentry</i>
J. B. HIDLE.....	<i>Instructor in Shoe-Repairing</i>
WILLIAM H. GROW.....	<i>Instructor in Art</i>
JOHN F. SMITH.....	<i>Instructor in Painting</i>
MRS. AGNES SOLANO.....	<i>Instructor in Beauty Culture</i>
J. V. CARUSO.....	<i>Instructor in Barbering</i>
MISS STELLA ELROD, M.S.....	<i>Instructor in Sewing</i>
MRS. LILY HOGLE.....	<i>Instructor in Sewing (Assistant)</i>
MISS LAURA M. FLEITZ, B.S.....	<i>Instructor in Home Economics</i>
MISS CLARISSA PICKLES, A.B., <i>Instructor in Handwork and Typewriting for the Blind</i>	
MISS CLAUDINE HUTCHINS, A.B.....	<i>Instructor in Typewriting for the Deaf</i>
EUGENE HOGLE, B.A.....	<i>Instructor in General Shop Work</i>
THOMAS M. GIBBS.....	<i>Instructor—Workshop for the Blind</i>

DEPARTMENT OF PHYSICAL EDUCATION

F. ALFRED CALIGIURI, A.B.....	<i>Athletic Director</i>
LOUIS GERBER, A.B.....	<i>Assistant Athletic Director</i>
JOHN BLINDT, A.B.....	<i>Assistant Athletic Director</i>
KENNETH E. BRATT, B.S.....	<i>Assistant Athletic Director</i>
MISS HAZEL JACK, B.S.....	<i>Girls' Physical Director</i>
MISS JANE T. PEARCE, A.B.....	<i>Assistant Girls' Physical Director</i>
MISS LUCY LEWIS, A.B.....	<i>Assistant Girls' Physical Director</i>
MISS MARY I. STACK, B.S.....	<i>Assistant Girls' Physical Director</i>
MISS LYNETTE KIERCE.....	<i>Assistant Girls' Physical Director</i>
CARL J. HOLLAND.....	<i>Deaf Boys' Military Director</i>

DEPARTMENT FOR THE COLORED

VIRGINIA JAMES	<i>Teacher of the Deaf</i>
INEZ B. LEGGETT.....	<i>Teacher of the Deaf</i>
CARY WHITE	<i>Teacher of the Deaf</i>
JENNIE L. WHITE.....	<i>Teacher of the Deaf</i>
WALTER REMBERT	<i>Teacher of the Blind</i>
ERNEST LAWRENCE	<i>Teacher of the Blind</i>
OPAL G. LAWRENCE.....	<i>Teacher of the Blind</i>
KATIE GREGG	<i>Housekeeper</i>



PRESIDENT'S BIENNIAL REPORT

ST. AUGUSTINE, FLORIDA, October 1, 1944.

*To the Chairman and the Members of the Board of Control,
State of Florida:*

GENTLEMEN:

I have the honor to submit for your consideration the Biennial Report of the Florida State School for the Deaf and the Blind for the period beginning July 1, 1942, and ending June 30, 1944.

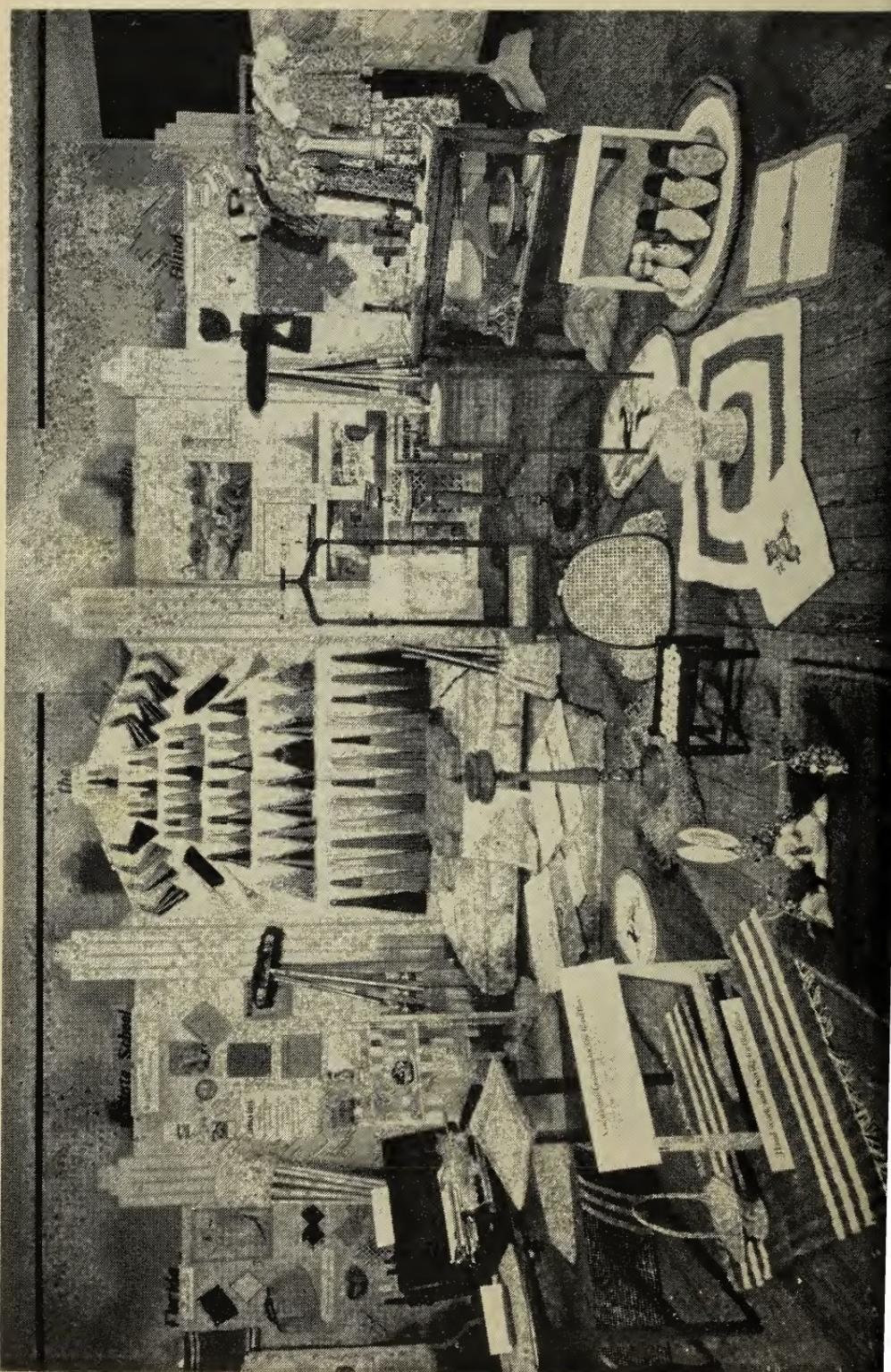
This biennial period has been a very difficult one, due to conditions and restrictions brought about by World War No. 2. In many instances, it has been difficult to secure many necessary supplies, as well as equipment, because they were not available for civilian use.

While there have been many changes in staff, the work of the School has maintained its usual high standard, and worthwhile accomplishments have been had. Several of the best qualified and most experienced members of our faculty have left to go to other schools and into defense industries at greatly increased salaries. At times it has been almost impossible to secure household help.

While it has been difficult to secure materials, the general upkeep of the plant has been fairly satisfactory; however, there has been considerable deterioration in both plant and equipment, which must be taken care of as soon as the war is over and materials and equipment are available.

Graduates and former students of the School have been in great demand. We have received more calls for industrial workers than we could possibly supply. Many of our boys and girls are employed at almost unbelievable salaries.

The function of the Florida State School for the Deaf and the Blind is to furnish a cultural and utilitarian education to



that group of children who are too deaf or too blind to be properly educated in the public schools. The educational policies of the School have been much the same as in former years, with only those changes which would include any modern techniques and procedures in the education of the deaf and the blind.

In the Department for the Deaf the combined method of instruction is used. This method makes provision to educate every type of deaf child that may be admitted. Each child, upon entering school, is given an opportunity to acquire speech and to read the lips.

In the Department for the Blind the Braille method of instruction is followed.

The School is constantly in touch with every modern trend and development regarding the education of the deaf and the blind, and any new, worthwhile ideas and procedure are added to the course of study. Faculty members have attended the best summer schools which give courses in special education. Also, they attend conventions and conferences with regularity, thus being put in a position to secure the best that is new and worthwhile in the education of the deaf and the blind, and to bring these techniques and procedures back to the classroom.

Under the title, The Florida State School for the Deaf and the Blind, are included three distinct schools: a school for the deaf, a school for the blind, and a separate and complete school for the education of the colored deaf and blind children. All departments of the School are crowded, especially in the primary department. If the School is to maintain the present high rating and give the children for which it was created the proper educational training, new buildings are absolutely imperative. The matter of a building program will be explained later on in this report.

Special emphasis the past biennium has been placed on the teaching of English, the development of speech, and the acquisition of English through auricular training. The School has had an increased enrollment during the last two years. As stated elsewhere, most of the increase has been in the primary department, where the School is already badly crowded. Due to the increased enrollment and increased cost of living condi-

tions, the running expenses of the School have been considerably more the last biennium.

The results of the biennium, considering the great national emergency with which we have been confronted, have been satisfactory.

REGISTRATION

In 1942, there were enrolled 371 pupils. There were 275 pupils in the Department for the Deaf, of whom 130 were girls and 145 were boys. In the Department for the Blind, there were 96 pupils, of whom 37 were girls and 59 were boys.

There were enrolled during the last biennium 437 pupils, which represents the largest biennial registration in the history of the School.

The following shows classification of pupils:

	WHITE		COLORED	
Deaf.....	253		Deaf.....	
Blind.....	84		Blind.....	38

ATTENDANCE BY COUNTIES

The following table shows attendance by counties:

Alachua.....	13	Lee.....	6
Baker.....	4	Leon.....	10
Bay.....	10	Liberty.....	1
Bradford.....	5	Madison.....	4
Brevard.....	2	Manatee.....	5
Broward.....	5	Marion.....	4
Calhoun.....	8	Monroe.....	3
Citrus.....	3	Nassau.....	4
Clay.....	2	Orange.....	12
Columbia.....	6	Osceola.....	1
Dade.....	49	Palm Beach.....	19
DeSoto.....	2	Pinellas.....	15
Duval.....	59	Polk.....	18
Escambia.....	11	Putnam.....	4
Flagler.....	1	St. Johns.....	12
Franklin.....	2	St. Lucie.....	3
Gadsden.....	7	Santa Rosa.....	3
Hamilton.....	7	Sarasota.....	1
Hardee.....	2	Seminole.....	4
Hendry.....	1	Sumter.....	5
Hernando.....	1	Suwannee.....	5
Highlands.....	1	Taylor.....	6
Hillsborough.....	34	Union.....	1
Holmes.....	2	Volusia.....	12
Indian River.....	2	Wakulla.....	3
Jackson.....	15	Walton.....	4
Jefferson.....	1	Washington.....	4
Lake.....	12	Out-of-State.....	1

CAUSES OF BLINDNESS AND DEAFNESS

Blindness (1942-1944 Biennium) :

Accident.....	10	Hemorrhage at Birth.....	1
Brain Tumor.....	6	Improper Care at Birth.....	7
Cataracts.....	12	Infection.....	2
Choroiditis.....	1	Interstitial Keratitis.....	1
Colitis.....	1	Iritis.....	1
Congenital.....	22	Malformation.....	4
Conjunctivitis.....	1	Measles.....	2
Corneal Opacity.....	1	Meningitis.....	1
Corneal Staphyloma.....	1	Optic Atrophy.....	2
Corneal Ulceration.....	1	Pneumonia.....	1
Cyst on Iris.....	1	Scattered Pupils.....	1
Detached Retina.....	1	Sore Eyes.....	4
Dropsy.....	1	Syphilis.....	9
Glucoma.....	2	Undeveloped Nerve.....	3
Gonorrhea.....	3	Unknown.....	20

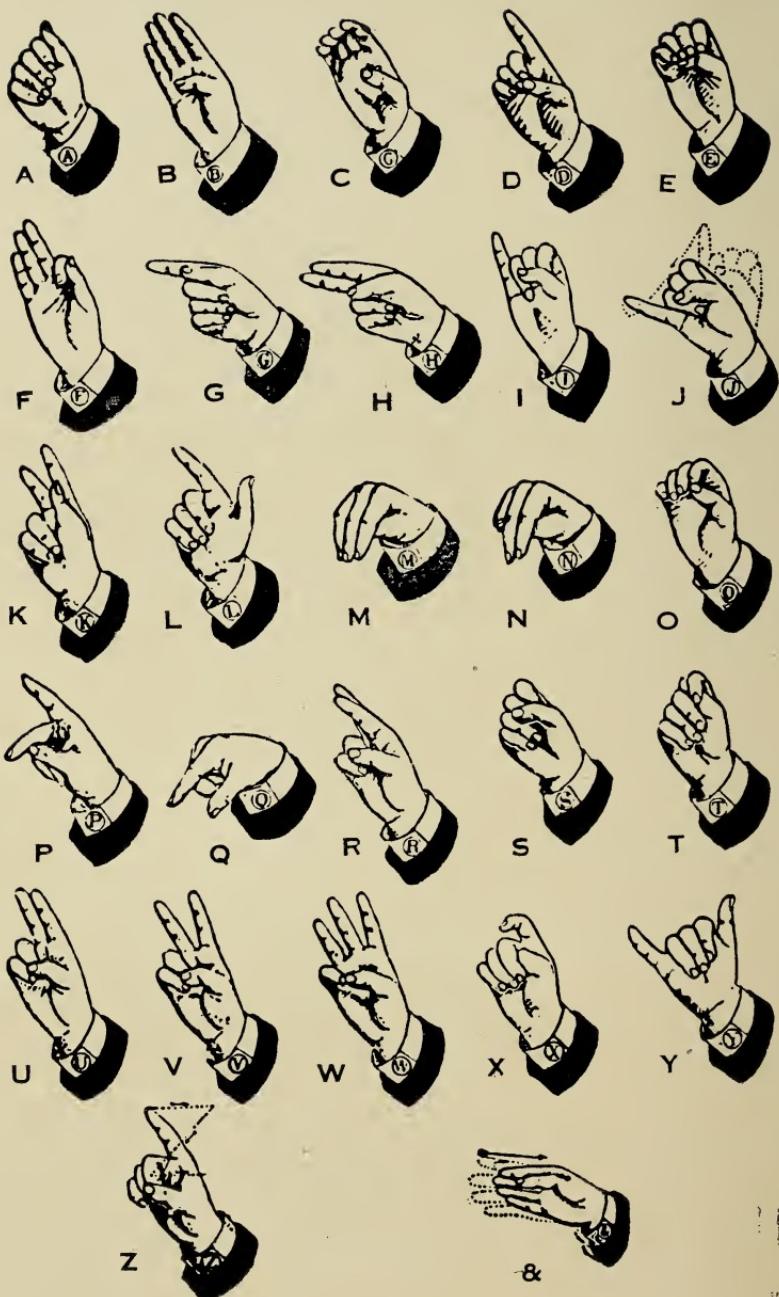
Deafness (1942-1944 Biennium) :

Abscess.....	5	Mumps.....	2
Accident.....	4	Nerve.....	10
Bilateral Myringitis.....	1	Operation.....	1
Birth Injury.....	9	Osteo-Myelitis.....	1
Blood Tumor.....	1	Otitis Media.....	10
Colds.....	4	Pneumonia.....	4
Congenital.....	87	Premature Birth.....	2
Cream Rash.....	1	Quinine.....	8
Diphtheria.....	1	Risings.....	2
Encephalitis.....	1	Scarlet Fever.....	2
Eczema.....	1	Sleeping Sickness.....	1
Fall.....	8	Strabismus, Internal.....	1
Fever.....	3	Stroke.....	1
Infection.....	6	Syphilis.....	1
Influenza.....	5	Tonsil-Adenoid Infection.....	5
Mastoid.....	4	Undeveloped Inner Ear.....	1
Measles.....	5	Unknown.....	3
Meningitis.....	23	Whooping Cough.....	91

DEPARTMENT FOR THE DEAF

INSTRUCTION

The major objective in the instruction of the deaf child is to give him a knowledge of English and the ability to talk and read the lips, if possible. This is done by teachers who are especially trained to educate the deaf through special methods and procedures which have been developed and worked out through many years of experience. After a deaf child has a proper foundation in basic English, he can, through extensive reading and carefully planned training, in a large measure educate himself.



MANUAL ALPHABET—USED BY THE DEAF

In the Department of Vocational Training, every child is given pre-vocational training for the trade for which he seems best adapted and in which he is most likely to meet with success.

The following reports of the Supervising Teachers in the Department for the Deaf show the work and accomplishments in that Department:

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

This is the second biennial report which I have had the pleasure of submitting to you. The past two years have shown considerable curriculum and pupil improvement. A brief survey of changes and progress follows.

We began a revision of language work last year and have made a good beginning toward a complete revision of our entire course of study. Social studies has been completed, and an auricular training program, reading, and language work is near completion. Due credit must be given the members of the various committees for their splendid cooperation and interest in the exhaustive work which this task has entailed. The research work necessary for this new organization of material has been not only enlightening, but also has lead to improved classroom teaching.

Each year we have given study and emphasis to a single problem in an attempt to remedy weaknesses and improve teaching procedure. Language was the first of these studies to receive special attention. Results of our efforts to interest the pupils in self-expression and original language have been most gratifying. Our reading program has been under special consideration this year. The committee on reading has worked out a definite remedial reading program which will be introduced throughout the School next fall. The three classes that have been subjected to the new reading program this year have shown a gain in grade placement from .6 of a grade to 2 years. We are very anxious to put into full force our new program and note results.

Auricular training will receive study and special consideration next year, and an intensive program will be instituted for all oral classes. A course of study for auricular training is near completion and will be ready for use next term. We are working toward the objective of providing a hearing aid in each classroom in order that all pupils may have equal opportunity to receive acoustic training, since even profoundly deaf children gain in mental acuity and speech quality under proper auditory stimulation. Five of our twelve oral classes in Walker Hall have received acoustic training this year and two other classes share the use of the radioear room, which is equipped with an old, but very good, Radioear group aid. We should like to secure at least one new hearing aid unit each year until we have one in each class-



room as a graded and continuous program is necessary to produce effective results.

Our testing program came under careful examination along with our reading study this year. An analytical study of results of the Stanford Achievement Tests, Weekly Reader Reading Tests, and Scholarship Tests was made to determine retardation and correlation between paragraph understanding and grade achievement. A definite testing program is followed throughout the School in administering achievement tests. The Gates Reading Tests are given in the primary department and overlap into the intermediate where necessary. All pupils in the intermediate and advanced departments are given the Stanford Achievement Tests at the close of school each year. Results of these tests prove helpful as a means of measuring grade progress each year and as a means of measuring our pupils by standards set for hearing children.

A systematic program of instruction has been carried out for all subjects: mathematics, language, social studies, science, health, reading, speech and speech-reading. The greater amount of time has been spent on speech and language work since the acquisition of those is a long and tedious one. Special procedure and devices to facilitate the teaching of speech have also been included in an already crowded program. Diagnostic tests in articulation are given at the beginning and close of each term and results are charted and passed on with the class so that the teacher may have definite data from which to work and note progress. Monthly tests for intelligibility of speech are given and results are graphed so that the pupils may have a constant incentive to improve their speech. Another phase of our speech program which has aided improvement and interest in speech is choristic speech or "singing". Hymns and popular songs are taught and are much enjoyed by the children.

Additional emphasis has been laid on the teaching of current events in an effort to have the child become interested in his modern world. This time has been well spent as every child in school takes an interested part in discussing modern facts and trends. The teaching of science has been broadened to include all grades, and up-to-date text books have been secured for all subjects.

Our present enrollment in the department is 106, of whom 47 are girls and 59 are boys. These pupils are distributed as follows: five advanced classes, six intermediate, and two opportunity classes of very slow children. The latter two are taught manually.

My hearty thanks is extended to the faculty for their splendid cooperation in making the past biennium a progressive and successful one, and for their faithful service in assuming responsibility whenever called upon. I also wish to extend my appreciation to you, Dr. Settles, for your direction, counsel, and inspiration to establish the highest standards of work.

Respectfully submitted,

ALYCE A. THOMPSON,

*Supervising Teacher,
Advanced Department.*

VOWEL SOUNDS

1

2

oo**oo****o—e****aw****--o--**

(r)u-e

(r)ew

oa

—o

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au

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ea²

ea

ay

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a(r)**—u—****ur**

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—er

—ir

—or

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a—e**i—e****o—e****ou****oi****u—e**

ai

igh

oa

ow

ay

—y

—o

ow²

CONSONANT SOUNDS

h—							
wh—	w—						
p	b—		m				
—p	—b						
t	d—	n	l	r—			
—t	—d						
k	g— ¹	ng					
—k	—g						
ck							
c							
f	v						
ph							
th ¹	th ²						
s ¹	z						
c{ce							
c{ci							
c{cy							
sh	zh	y					
	(x=ks)						
			(qu=kwh)				
ch	j						
tch							
	g— ²						
	ge						
	dge						

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In accordance with your request, I submit the following report of work done in the Primary Department for the Deaf for the past biennium.

The enrollment has appeared to be nearly constant, that of the current year being 102, 56 of whom are boys and 46 of whom are girls; however, the number of pupils who should be in this department has actually increased for two classes which should be included had to be moved to Walker Hall because of our crowded conditions. There are still ten classes: two beginners, four first grades, two second grades, one third grade, and one special speech.

A great deal of time has been spent upon revising the course of study, particularly that of silent-reading and speech. This work is still incomplete, -although a comprehensive vocabulary list for each grade is practically finished. Also ways have been devised for each teacher to make a more complete record of the progress of her class.

A large number of pre-primers and primers were purchased and we now have a library available to the children in our second and third grades. We have a liquid duplicator and it has been possible to have the children hand in individual book reports. The pupils have shown great interest in their reports as well as in their books, and the teachers feel that the children are doing much better reading because of them.

Due to changes in faculty, it has been impossible to continue a rhythm schedule for the children in Bloxham Cottage; however, the children in Wartmann Cottage have had two twenty-minute periods each week as well as one hour of rhythm band work.

The hearing aid in this department has been used by a second grade class with good results. Several of the children have quite a bit of residual hearing, and we feel that both enjoyment and worthwhile training have been derived from the use of the aid.

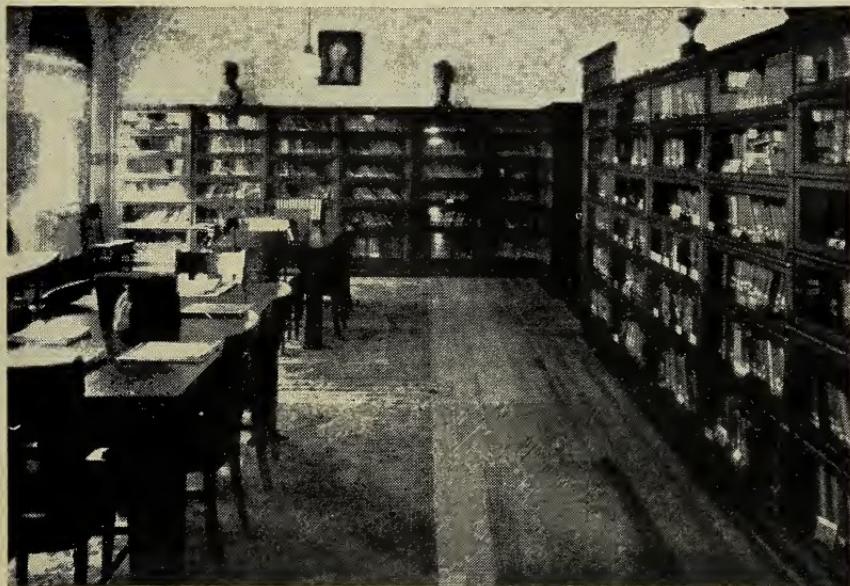
Respectfully submitted,

ZOE MARSHALL,

*Supervising Teacher,
Primary Department.*

LIBRARY

When a congenitally deaf child enters school, he possesses no speech and no English. The teacher has the very difficult problem of getting the child to understand that English is the medium which will impart to him the field of human knowledge. The carefully trained teacher, in a very short time through special methods used in the education of the deaf, gets the child



LIBRARY FOR THE DEAF

to understand what he must do in order to learn. Very soon the learning process is started, and it is remarkable how much information is acquired the first year in school.

Most of the instruction at first must be given by illustration. After a child has been in school a few years—probably five or six—he should have sufficient knowledge to undertake a wide range of reading and should rapidly acquire English for himself.

The matter of developing speech in a deaf child is also a very difficult and most important thing. Through special methods, approximately 88 per cent of children in schools for the deaf are taught to talk and read the lips.

Because of the fact that deaf children, after they have once acquired an English vocabulary of sufficient extent, can in a large measure increase their vocabulary through reading, a carefully selected library is of the greatest importance in a school for the deaf. The Florida School has a splendid library of approximately four thousand volumes which cover practically the whole field of literature. The books, encyclopedias, magazines, and literature have been selected with a great deal of care in order that our children may derive the greatest possible benefit from them.

In the library are found the best fiction, poems, biographies, social studies, nature studies, myths, fairy books, and a department of a general educational nature for use by faculty members.

The library contains the latest encyclopedias, leading magazines, daily newspapers, and current literature. Each classroom is also equipped with books for supplementary reading.

There is found below a report of the Librarian:

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

Library records present a very satisfactory report on the amount of reading done outside the classroom by the pupils of the advanced and intermediate departments during the past two years. The circulation record shows that 1,950 volumes were checked out by the pupils during the 1943-1944 school year. This number does not include volumes borrowed by the teachers, books taken to the classrooms for classwork, nor reference volumes and encyclopedias used in the library. This gives an average of seventeen books read during the school year by each pupil in these departments. Considering the crowded schedule which the children follow, this is a gratifying record.

The library contains approximately 3,800 volumes, of which 175 were purchased this year. Also, several valuable books have been received as gifts. Magazines for children of varying interests and levels of reading ability, as well as professional periodicals for the use of the faculty, are made available during school hours.

The library occupies extremely crowded quarters and needs many improvements, but these deficiencies seem not to have handicapped greatly its usefulness nor the pupils' enjoyment of the reading matter it affords.

Respectfully submitted,
CLAUDINE HUTCHINS, *Librarian.*

CHORIC INSTRUCTION AND RHYTHMIC TRAINING

Regular periods have been given to choric instruction and rhythmic training. The older children have assembled in the auditorium daily where they have learned and recited in unison a large number of songs, rhymes, poems, and responsive readings from the Bible. The purpose of these exercises is to develop good speech through pleasurable exercise. The development of speech requires highly trained and efficient teachers. The children get much pleasure out of the choric speech exercises.

Rhythmic training has been carried on with the primary classes as in former years. Due to the fact that some of the teachers who were in charge of this work resigned to accept positions elsewhere, the children did not receive as much rhythmic training as formerly. Rhythmic training gives the children



THE AUDIOMETER—TO DETERMINE HEARING LOSS



more natural speech, poise, and grace in body movement. It makes the children more normal and gives them an opportunity to enjoy some of the pleasures of music through vibration.

Rhythmic training exercises, designed to help the children distinguish between high and low vibrations and strong and weak chords, help regulate the pitch and intensity of the voice. This training improves pitch, inflection, accent, fluency, and helps proper modulation.

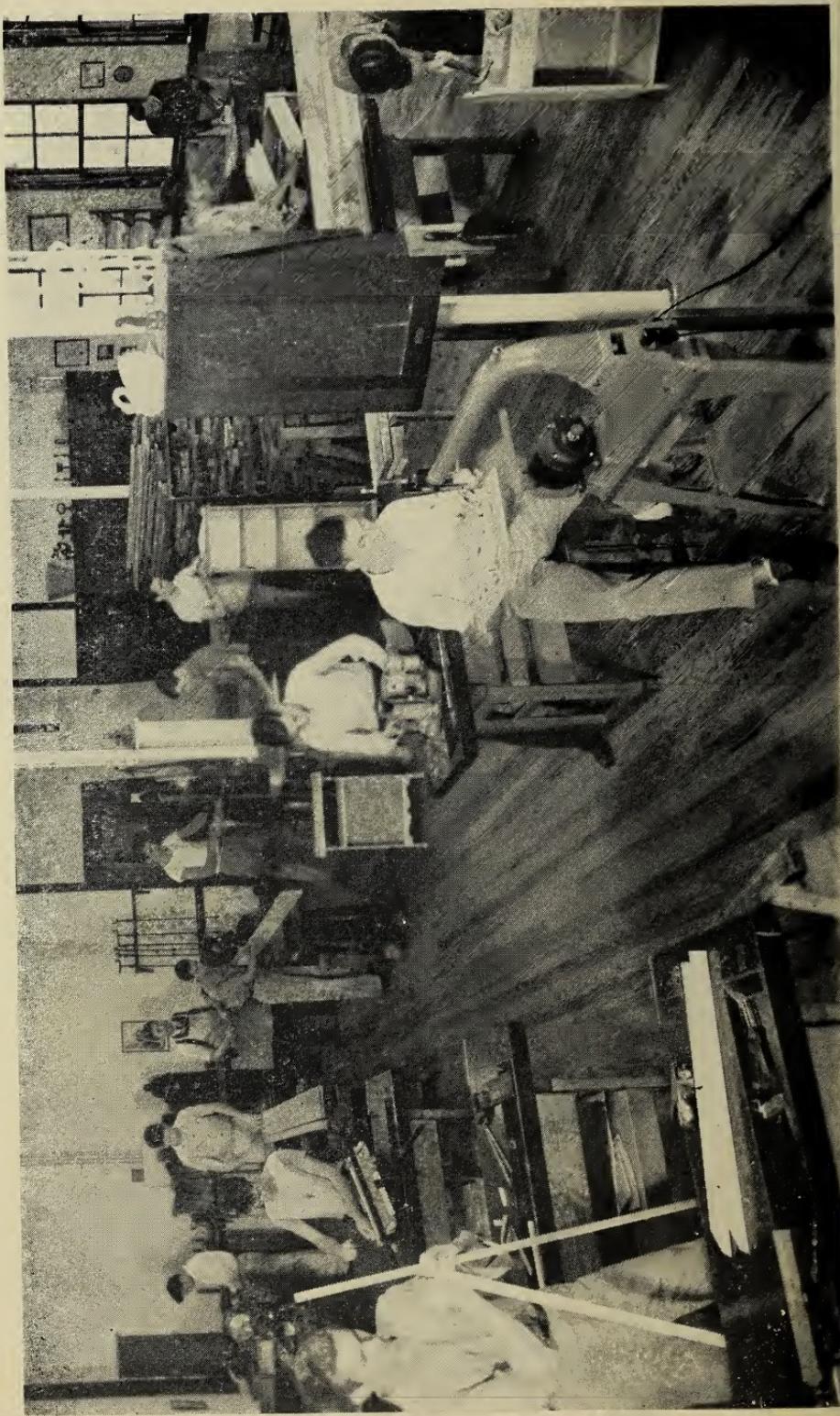
The primary department has had a splendid toy orchestra. The children get a great deal of pleasure out of membership in this orchestra and their presentations are always popular numbers in our public entertainments. We feel that our children derive a great deal of pleasure from the chorale and rhythmic training instruction and that it has a proper place in the development of good speech.

AURICULAR TRAINING

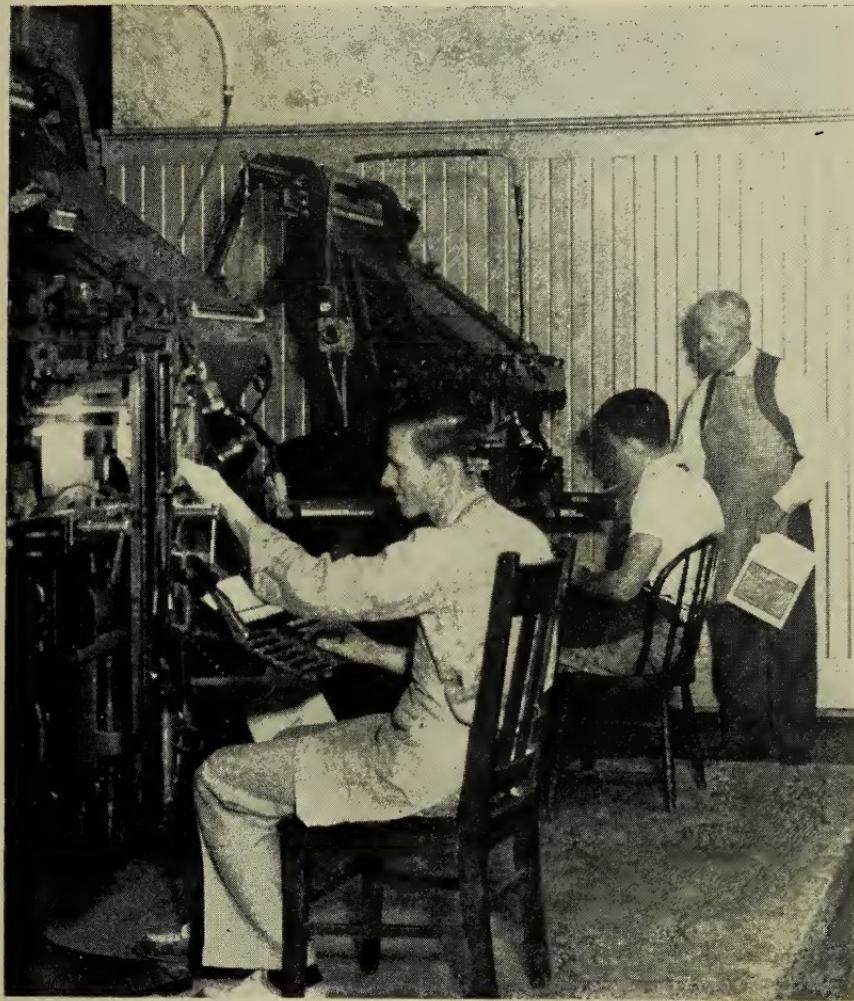
Auricular training in the education of a deaf child is one of the modern trends. Practically all progressive schools are adding group hearing aids to their instructional equipment. It is estimated that more than one-third of the children in a school for the deaf have sufficient residual hearing to profit by the use of instruction through the ear. This School owns an audiometer, and an audiogram is prepared for each child who has sufficient hearing to receive auricular training.

A group hearing aid may take care of as many as twelve children and is built upon much the same plan as the radio. The teacher talks directly into a microphone and each pupil receives instruction through a headphone. Each desk is equipped with a dial so that the pupil can regulate the pitch and make the reception high or low, according to his hearing loss, or ability to hear.

Children possessing sufficient hearing to be educated through group hearing aids acquire English faster, have more natural voices, and, of course, can complete the course of study in a much shorter time. Fifty per cent of the pupils in the advanced department have had the opportunity to receive instruction by use of the hearing aid. Plans are being made to add a hearing aid each year until we have purchased as many as the School can possibly use.



WOODWORKING, DEPARTMENT FOR THE DEAF

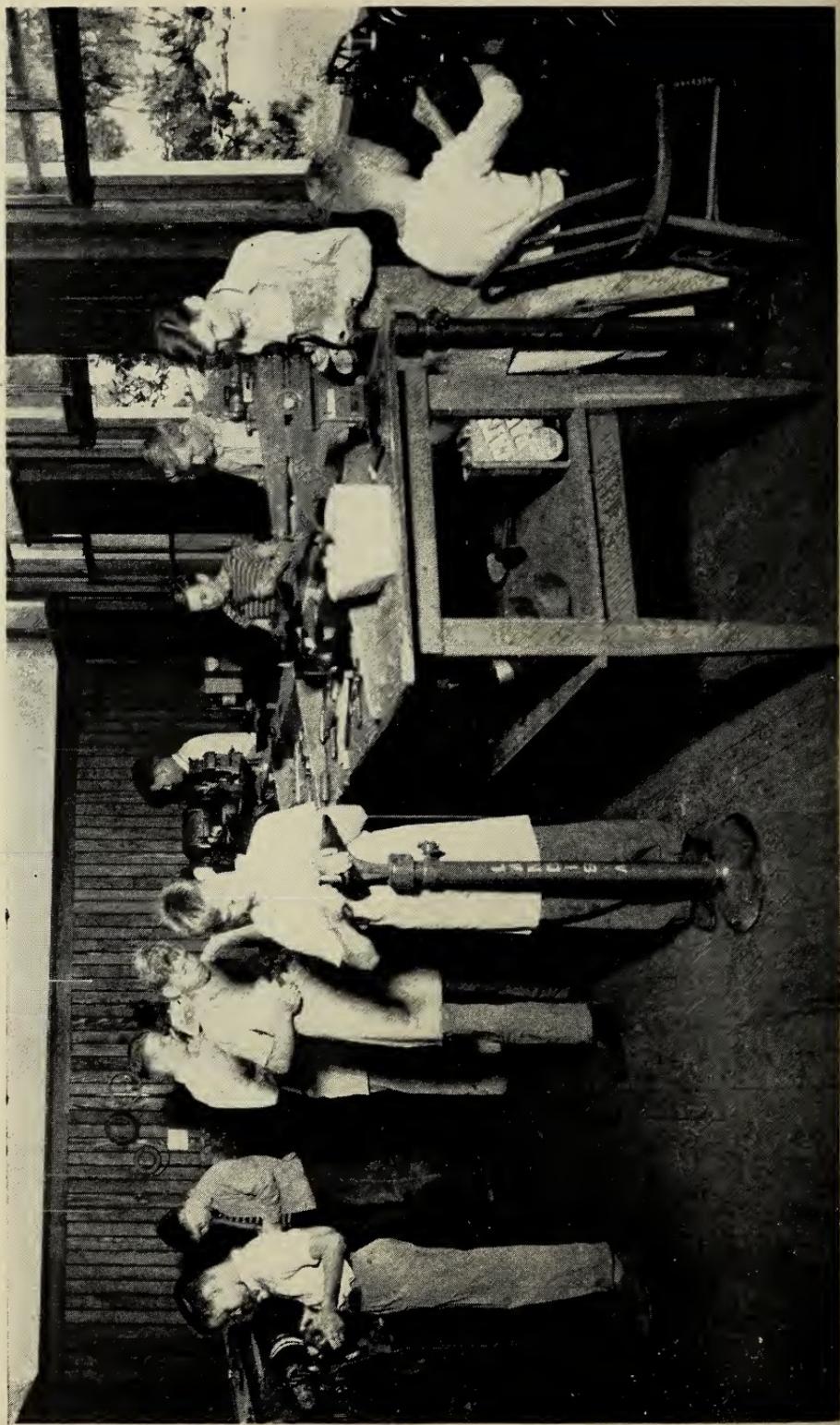


MACHINE COMPOSING, DEPARTMENT FOR THE DEAF

VOCATIONAL TRAINING

Vocational training is most important for our children because it will be necessary for most of them to earn their living with their hands. The School has a well planned program of vocational training, which gives each child an opportunity to learn a trade for which he is best adapted and at which he is most likely to succeed when he leaves school.

Due to the fact that our children are very young, the majority of the work is pre-vocational. The boys have instruction



in printing, linotype operating, gardening, floriculture, calsomining, painting, woodworking, general carpentry, shoe repairing, barbering, general repair work, and elementary plumbing. In order to find out just what kind of vocational work a boy is best fitted for, our boys are given an opportunity to do general shop work, which consists of work under the direction of the Superintendent of Maintenance, doing various kinds of repair work about the School. This method helps very much to determine the proper placement of the boys.

Vocational teachers give much time to the teaching of shop language.

The girls in the Department for the Deaf are given instruction in dress making, rug weaving, typewriting, cooking, plain and fancy sewing, laundry work, home making, beauty culture, and craft work. Girls trained as beauty operators have had practically no difficulty in securing placement. Some are engaged as typists and assistants in photographers' studios.

All pupils who show proper ability are given instruction in art work. Many of our pupils show outstanding ability in this department.

The past biennium we have followed the policy which we adopted a few years ago, of allowing some of our boys to take their vocational training in industry. A number of our boys receive practically all of their instruction in baking in one of the downtown bakeries of St. Augustine. Several have received instruction in drycleaning in one of the local establishments. Others have received practical experience in printing at a downtown print shop.

The State Department of Vocational Rehabilitation has given many of our students more intensive training in the particular field for which they seem best qualified. They have also helped tremendously in the matter of placement of pupils.

For that group of our graduates who seem not to be able to acquire an academic education, provisions have been made for them to put in additional time in the vocational department.

The majority of our graduates and ex-pupils possessing proper ability and training have had no difficulty in securing jobs at very fine salaries. It has been impossible to furnish

candidates for the many requests we have had for carpenters, printers, shoe repairers, bakers and household workers. Many of our boys and girls have rendered a very splendid service by doing outstanding work in many of the defense activities of the country.

There follows a report of the Instructor in Home Economics:

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The teaching of cooking and associated subjects seems to have become more difficult each year since the outbreak of war. There are so many things in my course of study, which formerly were classed as *musts*, that now have to be cut out and substitutions made. Oftentimes the key articles of food for the planned lesson is missing when an order is returned. For example, the day I had planned a lesson on egg cookery, I received part of my order with the terse comment, "none," opposite my request for eggs. No one, to my knowledge, can teach egg cookery without eggs, except in theory. I am not complaining. It is all tied up with the war which has caused food shortages, incompetent workers, etc. I am just explaining that there have been difficulties and headaches.

As far as our department itself is concerned, we have not done a lot to improve its general appearance this year. We did purchase some new curtain material for our dining room to replace those which had worn out. We had the girls in the sewing classes make them for us. Otherwise, the shortage of materials and equipment has forced us to be content with what we already had.

We have done a lot more theory work this year than heretofore. The old story of food shortages has forced us to study about certain foods by recipes and discussion, without the actual practice. I have also found it necessary to cut down a lot of our meal work. Up until the latter part of last year we usually planned a whole meal and prepared it each class period. This year we have taken one or two dishes that would make up a luncheon, dinner, or breakfast menu and, after quite a bit of discussion, prepared them. Then at the end of the unit on breakfast, or whatever unit we happened to be working on, we would plan a whole meal from the material already covered and then prepare it. Because of this method, we have not been able to cover nearly as many recipes or types of cookery, but I have almost come to the conclusion that it is more satisfactory for our girls, because we have gone more slowly and more thoroughly. With the equipment we have now, the work must be divided so that one group of girls prepares one recipe and another group another recipe so that each group misses out on the actual experience of seeing certain recipes prepared

each time. By preparing fewer recipes during each class period, each girl has an opportunity to see how they are prepared. I have done more demonstration work this year than formerly.

As to the subject matter covered, we have studied table service, meal planning, table manners, food values of different foods, nutrition, some home management, measurements, and food preparation. In food preparation we have covered three units: breakfasts, luncheons, and dinners. Under each unit we have discussed and prepared foods suitable to that type of meal. As I mentioned before, I have found it necessary to do a lot more theory work about certain foods than in previous years because of rationing, food shortages, and the prohibitive cost of certain foods. This year, as in previous years, I have made it a point to use foods in season whenever it is possible. I have stressed this point while discussing meal planning with the girls, too.

On the whole, even with all of our problems and difficulties, I feel that we have had a successful and profitable term.

Respectfully submitted,

LAURA M. FLEITZ,

Instructor in Home Economics.

The following is a report of the Instructor in Beauty Culture:

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In our beauty culture classes, the girls were taught the principal fundamentals which they will experience as beauticians when they leave school. They have shown much enthusiasm and improvement in their work this year.

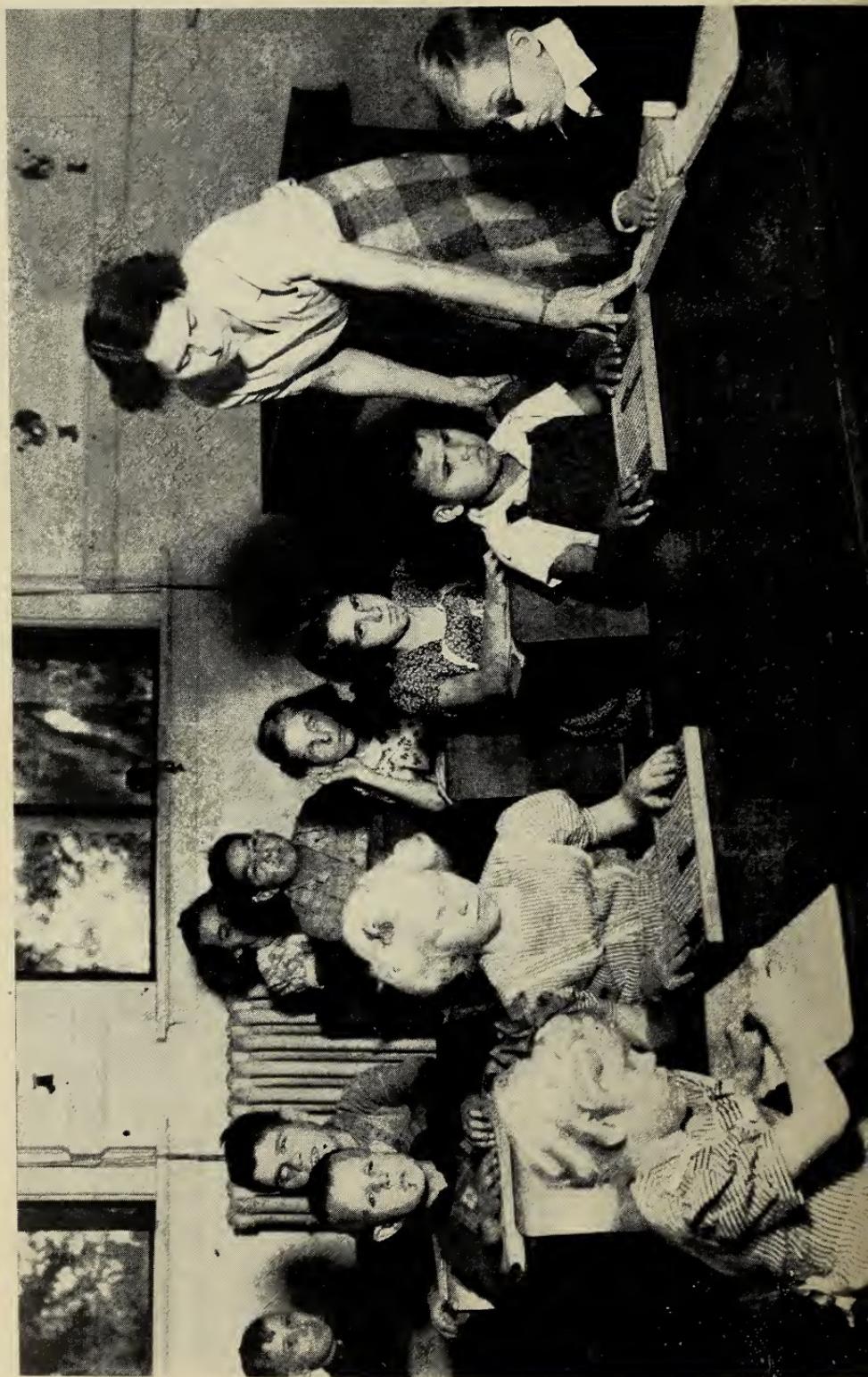
The course consists of permanent waving, hair styling, cutting, thinning, and shaping, scalp conditioning by hot oil treatments, facials, eyebrow arching, manicuring, scupler curls, and finger waving.

Several of the girls who have completed the course have positions and are doing well.

Respectfully submitted,

AGNES SOLANO,

Instructor in Beauty Culture.



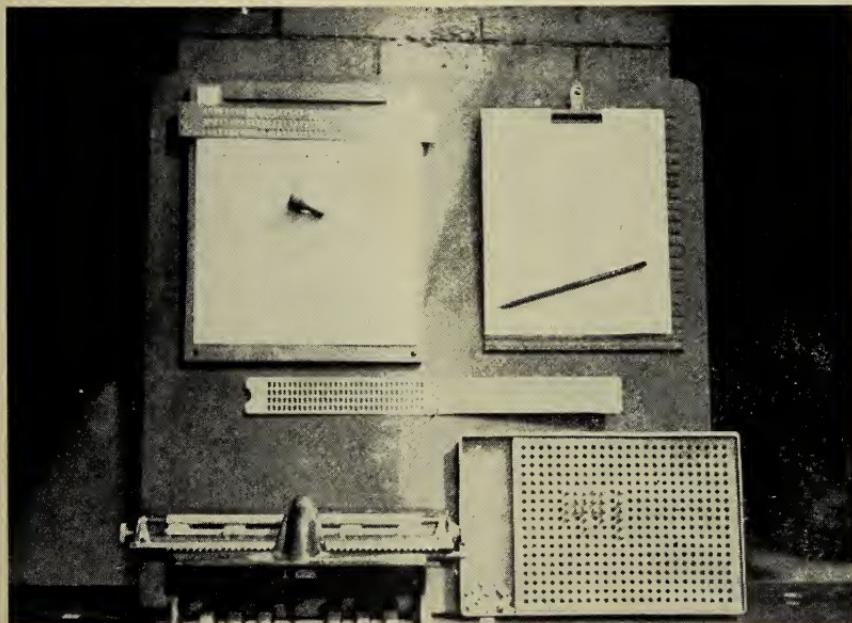
DEPARTMENT FOR THE BLIND

INSTRUCTION

The Florida School for the Deaf and the Blind educates two types of handicapped children: the deaf and severely deafened, and the blind and visually handicapped. The methods and procedures in educating these two groups are entirely different.

In the School for the Blind, the Braille method of instruction, which consists of a system of raised dots, is followed. This is a universal system and may be learned by an apt child in four to eight weeks. After a child has once learned Braille, his progress is as rapid as that of his sighted sister or brother in the regular public schools.

The course of study in the Department for the Blind parallels that of the public schools as nearly as possible. Due to the fact that public school texts are not obtainable in Braille, it is necessary to vary the course of study considerably from that of the public schools; however, the texts are much the same and of equal character to those used in our public schools, and



SOME OF THE APPARATUS USED BY THE BLIND

the pupil who graduates from our high school department has the equivalent education of that offered by any high school in the State. Texts and technical apparatus for the education of the blind are manufactured and supplied by the American Printing House for the Blind in Louisville, Kentucky. Our Department for the Blind has a very efficient Department of Music and instruction is also given in vocational training.

The following report by the Head Teacher in the Department for the Blind covers briefly the work of that Department:

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

I will attempt, in this short report, to outline as nearly as possible the work accomplished in the Department for the Blind during the last two years. I will also endeavor to show the weaknesses in the Department and to suggest how they may be overcome. It should be the purpose of any school for the blind to give instruction that will as nearly as possible coincide with the course of study pursued in the public schools. This is not always possible because of the fact that some studies cannot be taught as they are in the ordinary seeing school. I have endeavored, during my time at your school, to try to bring to the children the same knowledge (and vision) of life that they would obtain were they attending a regular school in their own home town.

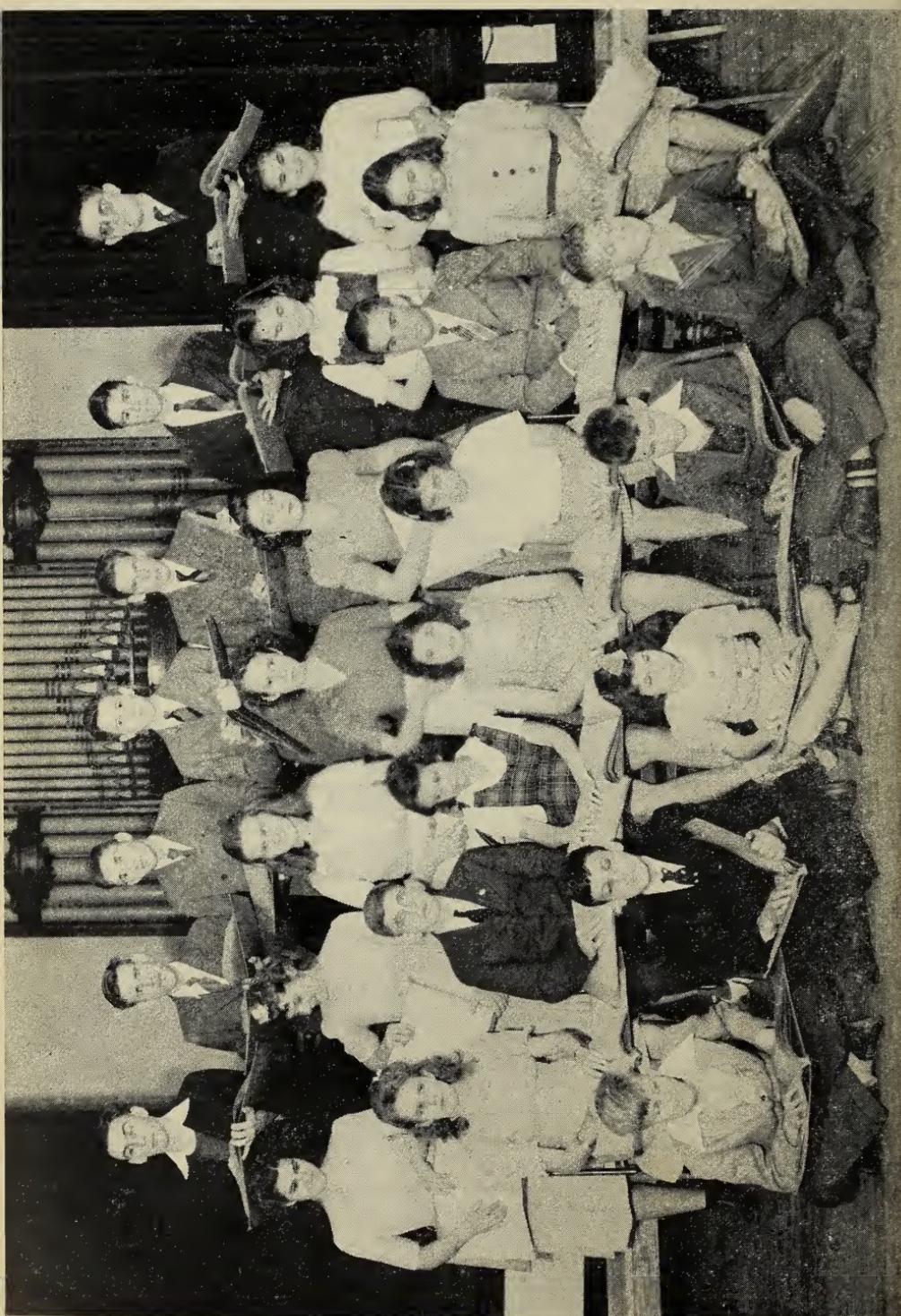
Our school is somewhat handicapped by the fact that we do not have separate instruction for those pupils who have sufficient vision to read ink print. If the school were larger, and we had more instructors, we would be able to establish a regular sight-saving class. It could be done at the present time, providing we had someone who could devote her entire time to this worthy work. We have students in the school, at the present time, who can see too much to attend a school for the blind such as ours, but who cannot see enough to attend classes in the regular public schools. Owing to the fact that most Florida cities do not have sight-saving classes, I believe that these children will do better to remain with us, than they would if they were returned to their own communities where they would be unable to successfully carry on the work of a regular grade school and high school curriculum. I believe it the duty of this school to do its very best by this particular type of pupil, unless of course, the Florida cities and towns provide sight-saving classes. Pupils, with considerable vision who attend a school for the blind, are nearly always a discipline problem. This is true because, like most children, the partially sighted child tends to take advantage of the boy or girl who does not see at all. I am quite proud of the fact that, by rather strict discipline and by an earnest attempt to understand the problem of the partially-sighted pupil, we have practically solved the discipline problem.

When you did me the honor to select me as an instructor in this department and later to promote me to head teacher, I was very fortunate in succeeding a man who has contributed a great deal to the progress of this department. Mr. Mayhue, my predecessor, secured a great number of new texts and new scientific equipment for the department during his tenure as head teacher. I know, from my knowledge of education of the blind, that our texts, scientific and otherwise, are as modern as any school for the blind in the United States. We have, thanks to yours and Mr. Mayhue's efforts, the finest set of maps for the blind that may be found in any school. Our scientific equipment is much better than in the average school for the blind.

It has been my policy to be very careful in what kind of books are selected for our library. It is far better, in my opinion, to select one good book, rather than twenty-five mediocre ones. I have added, during the past year, about a hundred books to our library, most of which were for use in the primary department because I felt that our best work can be done in teaching the child to read the right kind of book during his formative years. We do still need a great many books for our library, and I hope we will be able to add several to our list during the summer.

Before any blind pupil can successfully learn in a school for the blind, he must, of course, have a knowledge of Braille. If he does not become proficient in Braille, it will handicap his work throughout his entire school life. During my tenure, I have tried very hard to see that Braille instruction is given not only in the lower grades, but all through the high school also. As you know, practically all advanced books for the blind are being printed in grade two, which is not taught to the pupils in the lower grades. It is, therefore, necessary for all students to learn grade two by the time they are entering high school. It is my plan to have them learn grade two after the sixth grade. I believe that the department should have someone who could devote full time to the instruction of Braille and public speaking; this would, of course, include posture and speech correction. I believe, however, that the Braille problem has been handled very successfully during the last two years.

When I assumed the position as head teacher in this department, I found a deficiency in the knowledge of grammar and spoken English among the high school pupils. I have made an earnest effort to improve this condition. The teachers have been instructed to try to instill into every child a pride in the use of good English. We are very fortunate, in an institution of this kind, to be able to have supervision over the child's spoken and written English, not only during the school hours, but during other times. I still think, however, that we may greatly improve the use of good English, by insisting that all supervisors and instructors use and write good English themselves. We have made real progress along this line, and I suggest that during the coming school year we offer prizes to those pupils excelling in the use of good English, both spoken and written. A school is judged many times by



the kind of English its graduates use. It is not enough that they use fair English, but because of their handicap, they must use better English than the average student from a public school.

Our country has been at war for the past two years. This, of course, should have stimulated more interest in current events. I have tried to create interest by various means, namely: by insisting that students listen to the news over the radio; by requiring them to read Braille news magazines; by giving them reports on general news happenings both in the chapel service and in the class rooms. Our department now requires that every student, above the fourth grade, shall give a news report of some important happening once a week. If he fails to do this, it is taken off his English grade. This has forced those students who usually have no interest in news to become interested in spite of themselves. My plan is to introduce a reading period, during which some teacher in the department will read the news for a short time each day.

The average enrollment, during the past two years, has been about 70 students. This has varied, of course, because of the fact that students drop out from time to time. We had about 15 new students in September, 1943. Five of these have dropped out for various reasons. Most of these new students are in the primary grades. This is a very healthy condition, because it enables us to give instruction when it is most needed. It is much easier to start the blind boy or girl on his way to an education when he is about 7 years old than it is in those unfortunate cases where he is above 11 or 12. Older pupils entering after they have spent some years out of school are always a difficult problem. This, of course, would be true in any school. We have tried as nearly as possible to overcome the older pupil's handicap by giving him special instruction. Our efforts, of course, have been limited by the fact that we do not have a special instructor for this kind of work. I believe that the age range of our students is about the same as in any state school for the blind—from 6 to 21.

During the last two years an earnest effort has been made to coordinate the social studies in our high school. We have tried, with some success, to show the children the relation between civics, sociology and history. We have tried to make all three of these subjects connect directly with everyday living. Our current events work, mentioned above, has assisted us in this. As an example of this kind of coordination, we have, in the teaching of ancient history, tried to show how the history and culture of the ancient world is still a vital part of our everyday life. We have made an effort to compare the dreams of the Caesars, the Romans' great desire for erecting great buildings, and the love of culture of the Greeks, with the happenings of the modern world. It has been very gratifying to note how the interest in social subjects has grown since we have tried to make them something other than a list of dates and an account of forgotten wars. We have tried to improve our high school mathematics by introducing more modern texts. Mathematics, in this school for the blind, is being mastered faster than

in the average public school. We have had some little difficulty in the study of foreign languages, because of the fact that there are very few good foreign-language text books in Braille. I plan to have the American Red Cross hand copy some foreign-language material for us.

I believe that, with the cooperation of all those who are interested in the Department for the Blind and with the present financial assistance, we will be able to make the Florida School for the Blind second to none.

I wish to thank you, Dr. Settles, the teachers and officers of the School, for their cooperation during the last two years. I am sure that the School has improved greatly during that time and that it will continue to improve and turn out good blind citizens.

Respectfully submitted,

FRED C. HILL, *Head Teacher,
Department for the Blind.*

LIBRARY

The education of a blind child does not present the difficulties which are found in the education of one who is deaf. Very much of our knowledge is received through the ear. A blind child who is proficient at reading Braille can acquire for himself a very large fund of information. An up-to-the-minute library is of vast importance in a school for the blind. The library for the blind in the Florida School contains approxi-



BRAILLE LIBRARY

mately 1,500 volumes and covers almost every phase of literature for the pleasure, instruction and enjoyment of the pupils and supplementary reading for classroom use. As a rule students in this Department enjoy reading and through reading they do acquire a very splendid command of English.

The Federal Government has been generous in its appropriation to the American Printing House for the Blind and to other agencies providing literature for those without sight. Also, generous appropriations have made it possible to provide the necessary number of Talking Books needed in state schools for the blind, as well as to adults without sight. This is a modern invention which is very helpful in educating the blind child and in furnishing pleasure and amusement to the thousands of adult blind of our nation.

DEPARTMENT OF MUSIC

The School has a very good music studio. Separate sound-proof practice rooms, with a piano in each, are provided for practice periods. Two full-time music teachers and one part-time teacher are employed. Each dormitory is provided with a piano.

Every pupil who has any musical ability is given an opportunity to study some phase of music. The Department for the Blind has a chorus and every child has the opportunity to take part in group singing. Those children who have special ability receive individual lessons. The School has a splendid orchestra.

Occasionally certain pupils show outstanding musical ability, and they are given every opportunity to develop. Pupils from our Department of Music are much in demand for appearances before civic clubs, church groups, and other organizations. Several public programs were put on during the biennium.

DEPARTMENT OF VOCATIONAL TRAINING

The Department for the Blind has a very fine industrial workshop, the work of which is carried on under the direction of a graduate of a state school for the blind. The pupils in this department are taught to make brooms, mops, brushes, mattresses, door mats, and to cane chairs and do upholstering. It is one of the most alive projects of the School.



DIVINE DEPARTMENT ORCHESTRA

The School receives sufficient orders from other state institutions to keep the boys busy at all times. When a student of the department makes an article, he knows that it is going to be sold and put into use almost immediately. This is an incentive for the student to do his very best.

Some of the pupils who have a very high degree of sight are interested in general repair work and the repairing of radios. Many graduates and ex-pupils of the School are owners of broom shops in different parts of the State. Many have been employed in defense industries.

The girls in this department are given instruction in home economics, rug weaving, crocheting, basketry, dress making and home making.

There follows a report by the Foreman of the Workshop for the Blind:

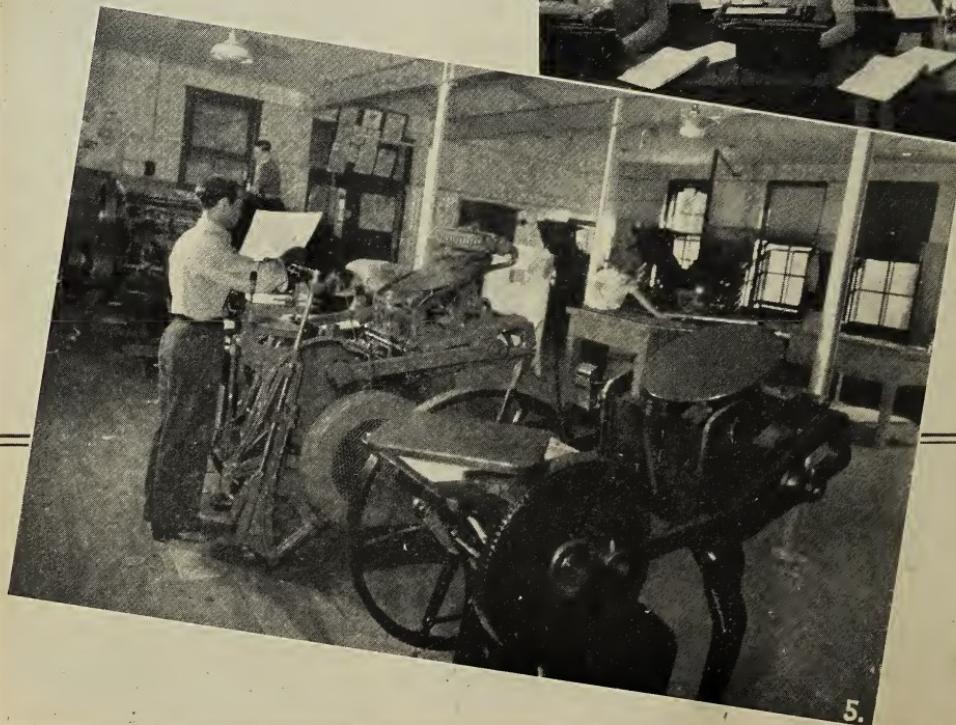
DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

We have succeeded admirably during the past two war-torn years in getting the necessary supplies to operate our workshop. We understand that a number of schools throughout the nation have had to discontinue their vocational training program because of their inability to purchase supplies. Working conditions in our shop have been fine: the attitude of the boys toward their assignments and the general set-up in our shop has been excellent.

It has always been the aim of the shop foreman, as well as your aim, to make the industrial course in the Florida School as interesting and diversified as possible. Because of that fact, we do seek to cover as broad a field as possible along the line of industrial training. We give instruction in broommaking, mopmaking, mattress renovation, chair caning, doormat weaving, and upholstering.

During the past biennium the boys in the broommaking department have turned out 110 radiator brooms, 125 whisk brooms, 72 toy brooms, 7,548 parlor and warehouse brooms. In the mop making department there have been made 45 dry floor mops, 140 toilet and dish mops, and 2,452 scrubbing mops. In the mattress shop there have been made 42 pillows, and 123 mattresses. There has been some good work done in the various other departments also, for the boys in these shops have recaned 73 chairs, woven 8 small and 12 very large cocoa fiber doormats and upholstered 7 occasional chairs and 3 full suites of furniture.



PRINTING DEPARTMENT

LEFT—TYPING C



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The figures shown above do not represent a record biennium production from our workshops, but they do indicate that we have done away with the idle brain and the devil's workshop and instituted a workshop that keeps idle brain and fidgety fingers busy.

Respectfully submitted,

T. M. GIBBS, *Foreman,*

Workshop for the Blind.

There follows a report of the Instructor in Handwork and Typewriting:

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The handwork classes for the Department for the Blind have been carried out successfully this year although we have been handicapped by a shortage of materials. This year twenty-one girls had four hours of handwork a week. They were given instruction in rug weaving, knitting, sewing, mat making, and crocheting. Special attention has been given to children who have had difficulty in using their hands in an attempt to develop dexterity which will be useful in other classes. These children use modeling clay, string beads, weave mats, and learn hand exercises. All the girls have been encouraged in taking good care of their clothes. For the past two years I have been trying to teach my girls things they will find useful when they leave school.

There have been fourteen pupils taking typing. Five were in the second year class and nine in the first year class. Practice periods have been provided for pupils who feel they need to practice. These pupils have been handicapped by having to use portable typewriters. These typewriters are not able to stand up under the strain of constant use. I find it very difficult to teach a class of blind children typewriting when each typewriter is different. Regular standard typewriters are badly needed. Typewriting is the only means of written communication that a blind person has with a person with sight.

Respectfully submitted,

CLARISSA PICKLES, *Instructor in
Handwork and Typewriting.*

FLORIDA COUNCIL FOR THE BLIND

The Florida Council for the Blind is carrying out a very splendid program for the adult blind of the State. In many instances they have given adults vocational training and re-trained former pupils of the School and put them in a position to obtain and hold good positions. There has not been very much difficulty in the placement of former students of the School who are capable and have the proper ability. Newsstands have



been set up in many cities of the State, and several of them are being operated successfully by former students of the School.

A recent graduate of our School, after a year of training at Perkins Institution for the Blind, has been given a position in the office of the Florida Council for the Blind.

Another graduate has been sent to a school of social service in the North, with the idea of preparing her for a field position with the Council.

A number of operations have been performed upon adult blind persons in the State, giving them increased sight.

DOMESTIC DEPARTMENT

The work of the Domestic Department in a school of this kind, which has charge of its students nine months out of the year, is very important. The responsibility of training these children in the proper health habits, proper etiquette, and developing a good personality and an outstanding character, is a tremendous job. These responsibilities are largely in the hands of employees of the household department.

An experienced and capable matron-dietitian plans the meals and has general supervision over the entire household department. Directly in charge of the children are housefathers and housemothers, whose duties are to look after the children each minute of the time they are not in class. Every child in the school is accounted for at all times.

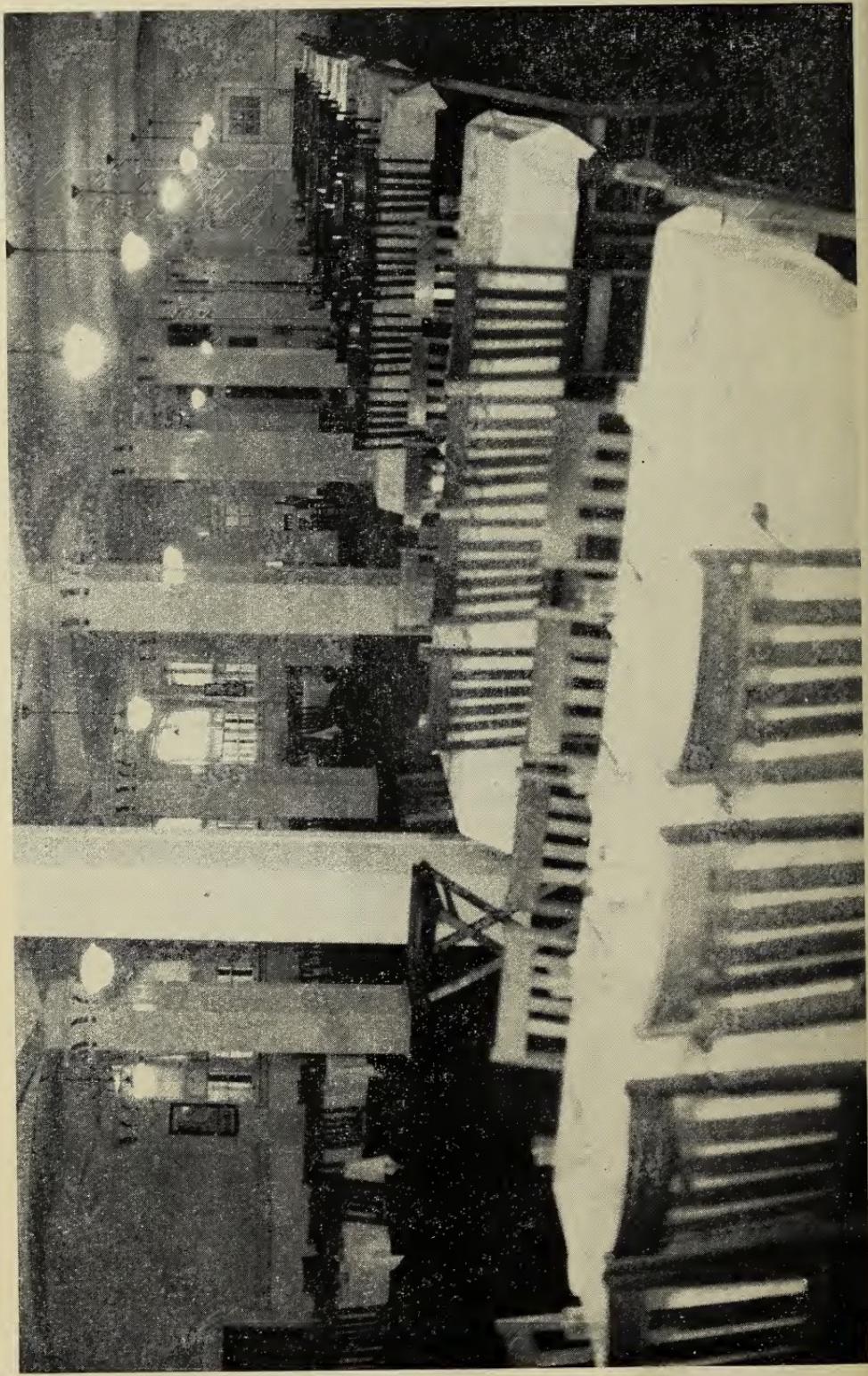
As the students are at the School more than they are in their homes, the duties of the members of the household department are very heavy and very important. Persons of good educational background, the highest moral integrity, and love for children are sought for these positions.

There follows a report of the Matron-Dietitian:

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

Many factors enter into successful meal planning and good nutrition in an institution of this kind, such as the number, age and health of the children, as well as the nationality, personal characteristics, and previous training. Not only is it necessary to prepare wholesome, nutritious meals, but it is also just as important to see that the individual child is trained to eat all foods in an effort to give the child



DINING ROOM, WALKER HALL

an adequate diet, so that he may maintain a good balance of carbohydrates, fats, proteins and the regulatory food nutrients; *i.e.*, minerals, cellulose, water and vitamins.

In preparing menus, we endeavor to follow the rules listed below, as far as it is consistent with present-day rationing and shortages:

MILK—At least a quart each day, per child, to be used in cooking and for drinking.

LEAFY GREEN OR YELLOW VEGETABLES—One or more servings each day.

TOMATOES, ORANGES, GRAPEFRUIT—Any raw fruit or vegetable rich in Vitamin C—one or more servings daily.

POTATOES, OTHER VEGETABLES, OR FRUIT—Two or more servings each day.

EGGS—One each day (or at least three or four a week).

LEAN MEAT, POULTRY, FISH—One or more servings each day.

CEREALS AND BREAD—At least two servings of whole-grain or enriched products each day.

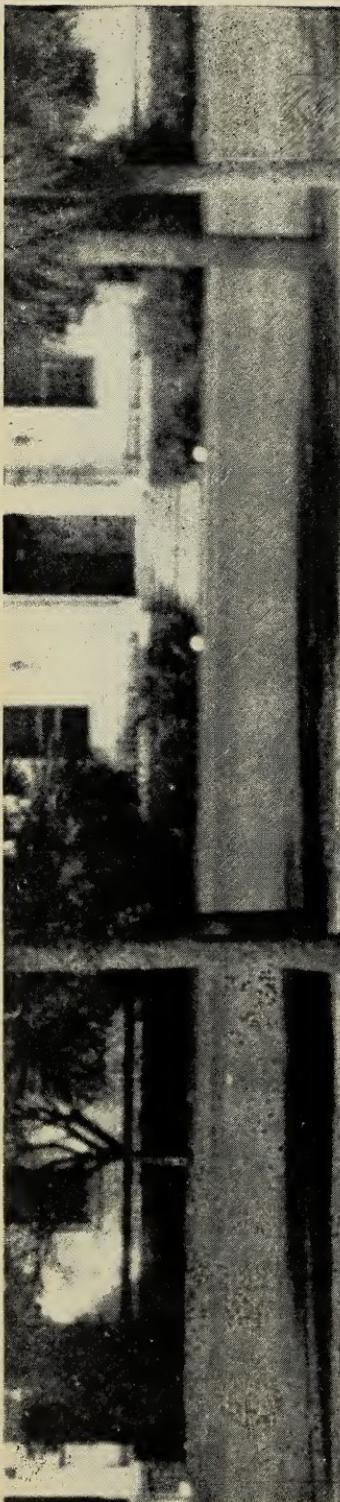
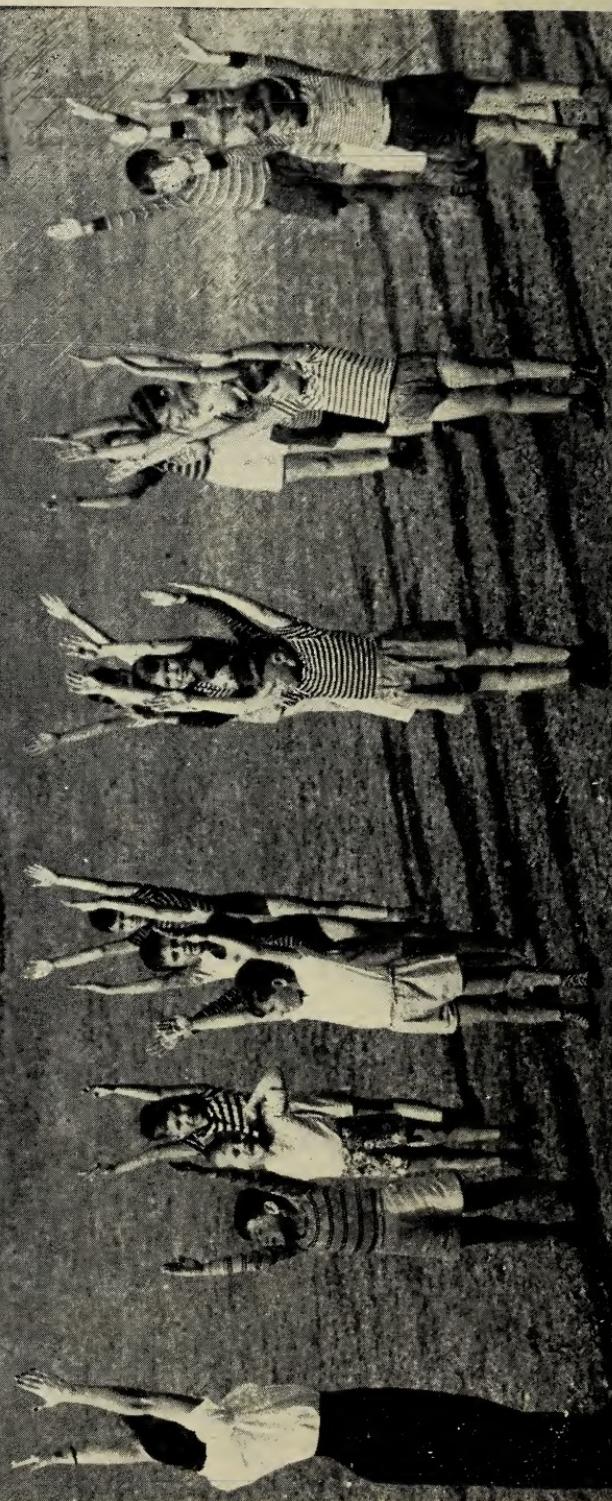
BUTTER—(Or oleomargarine that contains added Vitamin A)—At each meal.

SWEETS—As needed to satisfy the appetite.

The regular menus are supplemented by a special lunch at recess each day for those children who are underweight or suffer from malnutrition.

Sample Menus for the week of April 24th to April 30th, 1944, were as follows:

	BREAKFAST	DINNER	SUPPER
MONDAY:			
Dry Cereal	Beef Stew	Baked Macaroni	
Boiled Eggs	Green Peas	Cold Slaw with	
Buttered Toast	Mashed Potatoes	Sweet Pickles	
Milk	Bread	Bread	
Grape Jam	Milk	Milk	Strawberry Jello
TUESDAY:			
Bananas	Grilled Victory Loaf	Potatoes au Gratin	
Oatmeal	String Beans	Congealed Fruit Salad	
Buttered Toast	Mashed Potatoes	Bread	
Milk	Bread	Milk	
Plum Jam	Milk	Chocolate Pudding	
WEDNESDAY:			
Grapefruit Juice	Steamed Squash	Ham Salad Sandwiches on	
Bacon and Grits	Sliced Tomatoes	Whole Wheat Bread	
Buttered Toast	Mashed Potatoes	Peanut Butter and	
Milk	Bread	Jelly Sandwiches	
Apple Butter	Milk	Milk	
	Ice Cream	Graham Crackers	
		Canned Plums	
THURSDAY:			
Oranges	Roast Beef	Bacon	
Scrambled Eggs	Spinach	Creamed Corn	
Buttered Toast	Steamed Rice	Bread	
Milk	Bread	Milk	
Apple Jelly	Milk	Fig Jumbles	



FRIDAY:

Orange and Grape-
fruit Juice
Food of Wheat Cereal
Raisin Bread
Milk
Apple Jelly

Boiled Ham
Sweet Potatoes
Pickled Beets
Bread

Salmon Salad
Shredded Lettuce
Hot Rolls and Butter
Rice Pudding

SATURDAY:

Oranges
Scrambled Eggs
Buttered Toast
Milk
Pineapple Preserves

Roast Pork
Apple Sauce
Green Beans
Mashed Potatoes
Bread
Milk

Frankfurters
Cold Slaw
Mustard
Hot Rolls
Milk
Jello

SUNDAY:

Tomato Juice
Sausage Cakes
Doughnuts
Milk
Whole Wheat Bread

Stewed Chicken with
Dumplings
Green Peas
Mashed Potatoes
Bread
Ice Cream with
Chocolate Sauce

Apples
Oranges
Cinnamon Rolls
Cookies
Milk

Respectfully submitted,

FLORENCE E. TALLMAN,
Matron-Dietitian.

HEALTH PROGRAM

The business of carrying out a good health program and keeping our student body in a good health condition is a very difficult one. The majority of the children have been deafened or blinded through serious childhood diseases.

The medical staff consists of one medical doctor, one ear, eye and throat specialist, one dentist, one registered nurse, and one practical nurse. The School has a 36-bed infirmary.

The health of the school family the past biennium has been very satisfactory. With the exception of childhood diseases of an epidemic nature, such as measles, mumps, and so forth, there has been very little illness.

The major part of the work of our infirmary is taking care of minor illnesses, accidents, and injuries. A great deal of attention is given to the matter of proper feeding, recreation, sufficient rest, and careful supervision at all times. The meals are carefully planned so that the children have plenty of nourishing food with a sufficient supply of milk, fresh fruits and green vegetables to make up a properly balanced diet for growing children. Careful attention is also given to the proper preparation of food.

At the beginning of the school year a clinic is held in which every child is given a careful physical examination, and a record card is made out for each child. Physical defects are noted and, if it is possible, these physical defects are corrected. Each child is weighed monthly, and those students not maintaining proper weight are re-examined and corrective measures are taken. If it is necessary, they are placed on a special diet and given nourishing food according to their particular needs.

When a child is first admitted to the School, he must present a negative Wasserman report. The splendid health program which the School has enjoyed during the biennium is largely due to careful and adequate supervision, careful and proper eating, planned recreation and activities, proper rest and good medical attention.

In the Department for the Blind, a great deal of operative work, such as the removal of tonsils, cataracts, and infected eyes, has been done. Occasionally a child, after having cataracts removed, is able to return to the public schools. Glasses have been provided for a large number of children in both departments.

DAILY SCHEDULE

The matter of arranging a properly balanced working program for a large number of children in order that each department—academic, vocational, and recreational—may be properly coordinated, is rather difficult. A great deal of time has been given to the arrangement of the daily program in order that the course of study may be properly covered, yet the children may have sufficient time for recreation.

The academic program is carried on in the morning between the hours of eight and one o'clock. Practically all of the vocational instruction is given in the afternoon from two till four. The physical education program is carried on between four and five in the afternoon. On Saturdays vocational instruction is given from eight until eleven in the morning.

Saturday afternoons are free periods for the student body, during which time they are allowed to go downtown, visit acquaintances and engage in any recreational activities in which they are interested. The younger children go downtown at

certain intervals, under the direction of a supervisor or house-mother.

On Sundays the children from the Department for the Blind attend downtown churches. A non-sectarian Sunday School is held for both departments at the School. Chapel services are conducted for the students in our Department for the Deaf each Sunday morning in our own auditorium.

Below is found a schedule of the daily program:

ORDER OF THE DAY

SCHOOL DAYS

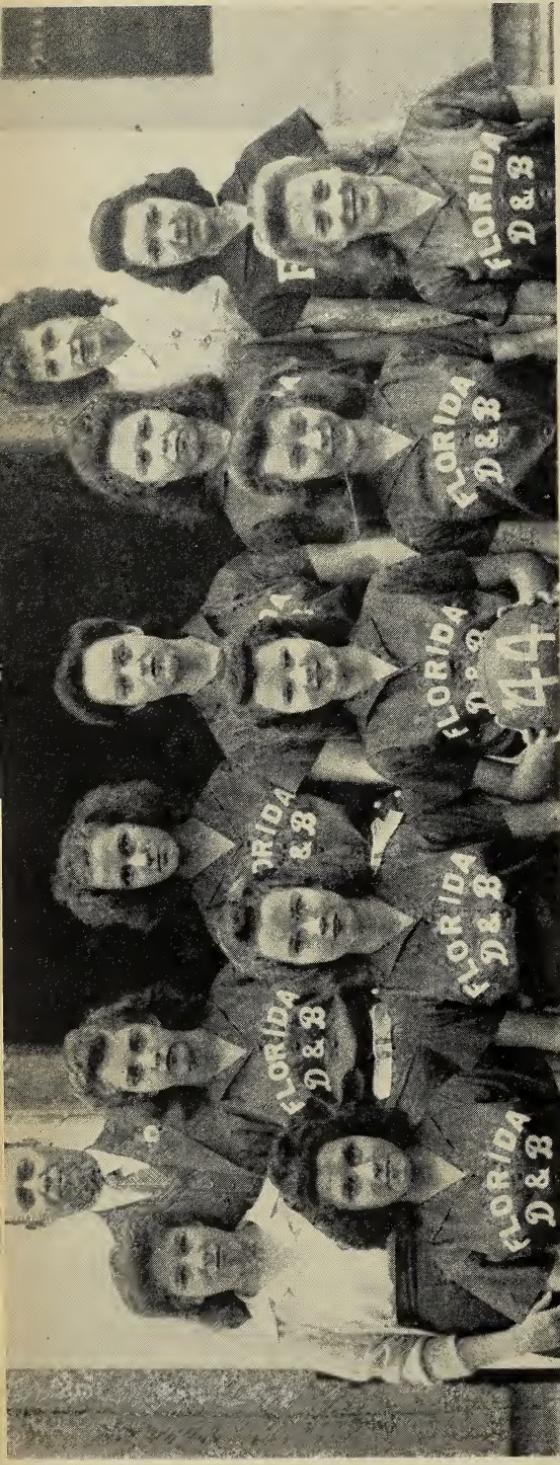
Rise	6:00 AM
Breakfast	7:00 AM
School.....	8:00 AM
Recess	10:45 to 11:00 AM
Close of School	12:50 PM
Dinner.....	1:05 PM
Shops and Industries	2:00 PM
Close of Shops and Industries	4:00 PM
Recreation	4:00 to 5:00 PM
Supper	5:45 PM
Study.....	7:00 to 8:30 PM
Retire—Lights out	9:30 PM

SATURDAYS

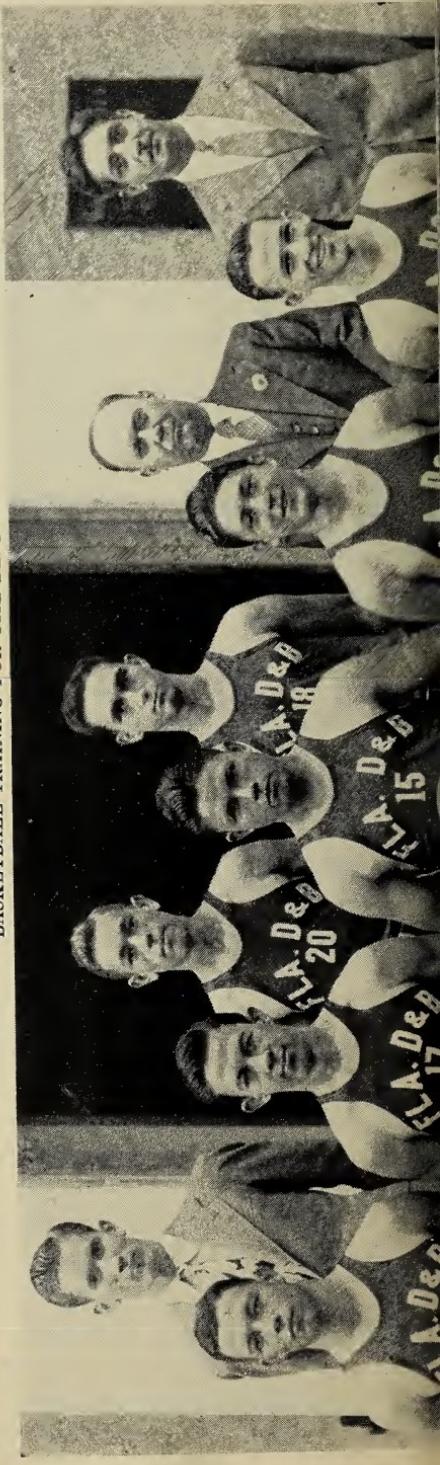
Rise	6:00 AM
Breakfast	7:00 AM
Shops and Industries	8:00 AM
Close of Shops and Industries.....	11:00 AM
Dinner.....	1:05 PM
Supper.....	5:45 PM
Meeting of Literary Societies	6:30 PM
Retire—Lights out	9:30 PM

SUNDAYS

Rise.....	7:00 AM
Breakfast.....	8:00 AM
Sunday School.....	9:00 to 10:00 AM
Devotional Exercises	11:00 AM
Dinner.....	1:15 PM
Refreshments	5:00 PM
Meetings of Christian Endeavor Societies:	
Department for the Blind	5:30 PM
Department for the Deaf	6:30 PM
Retire—Lights out	9:30 PM



BASKETBALL TRAINING FOR THE DEAF



DEPARTMENT OF PHYSICAL EDUCATION

A well organized program of physical education and recreation is of the utmost importance in a school of this kind. This department is so organized that each child, from the youngest to the oldest, has some form of physical education daily. Schedules are arranged in the Department of Physical Education to include physical examinations, individual and group gymnastics, organized and unorganized games, folk and social dancing and instruction in hygiene and proper health habits.

The older children have a well-planned athletic program. The boys engage in football, and both the boys and the girls have an opportunity to play basketball. Games are scheduled with nearby public schools, and occasionally trips are made to play basketball and football with nearby state schools for the deaf.

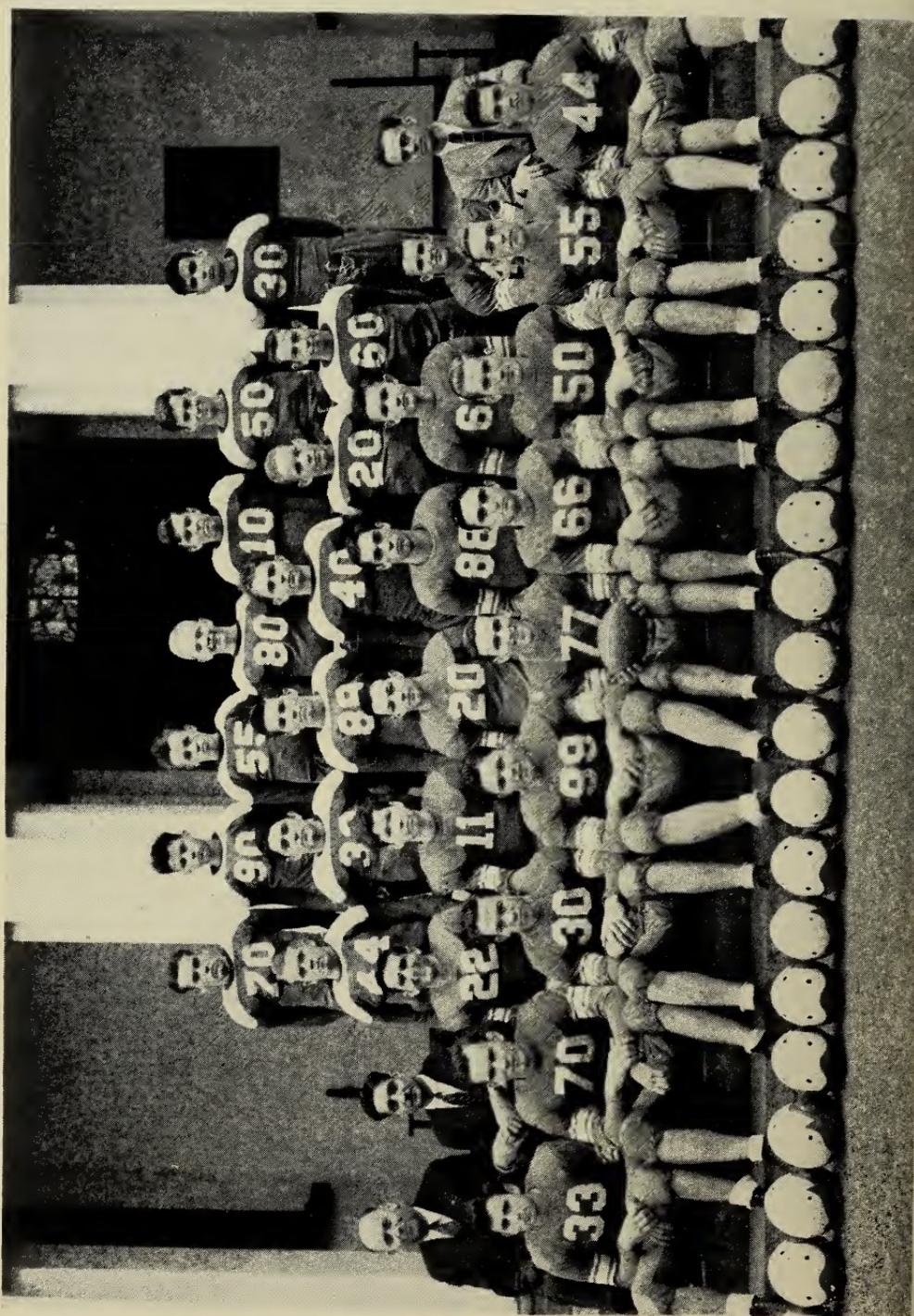
During the last biennium the School had an outstanding football team, winning the silver cup which was provided by the St. Johns Athletic Conference for the best team in the district. The School also had an outstanding boys' basketball team during the last biennium, this team winning the city championship, for which they were awarded a trophy.

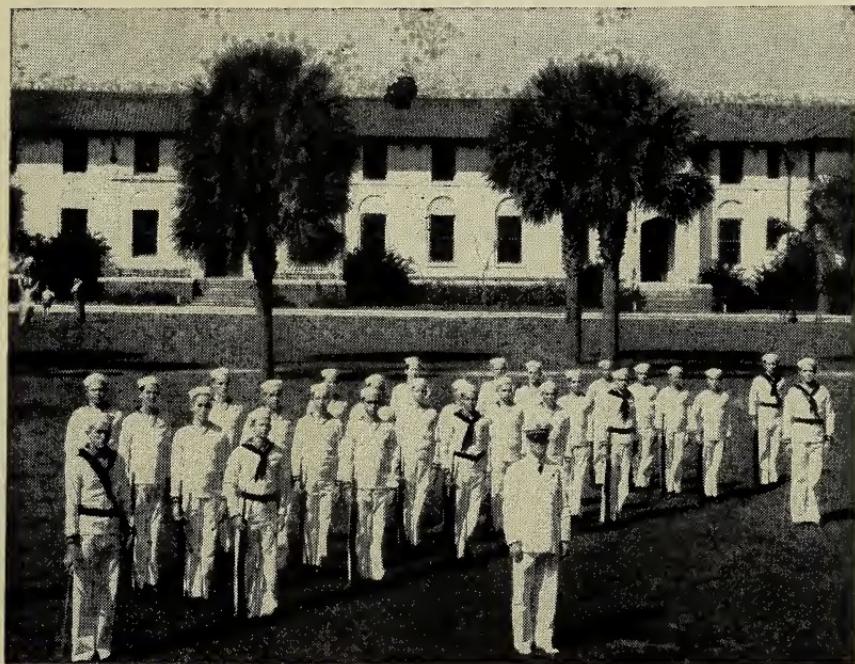
The School has good tennis courts, and the children have been considerably interested in badminton. In Bloxham and Wartmann Cottages, where the younger children are housed, carefully directed recreational programs have been carried out. Instruction in aesthetic dancing is provided for the girls in both the Department for the Deaf and the Department for the Blind.

Previous to the outbreak of war, the School put on an annual gymnastic exhibition which drew a tremendous audience. Due to the war restrictions, which have made it impossible to get certain materials for carrying out this part of our program, we have been unable to put on many public programs of this nature.

DEPARTMENT OF MILITARY TRAINING

For many years the School has carried on military training for the older boys in the Department for the Deaf. This sort





MILITARY TRAINING FOR THE DEAF

of training helps out a great deal in the matter of developing proper discipline and respect for authority. It also develops good personality traits, proper carriage, neatness, initiative and alertness.

The boys in this department frequently take part in patriotic parades and present a very neat appearance in uniform. Military authorities tell us that, considering the handicap of deafness, they march with almost the accuracy and precision of regular soldiers.

Students in this department are frequently invited to participate in patriotic demonstrations and public entertainments.

FARM AND DAIRY

The school farm, located about four miles north of St. Augustine on the Jacksonville-St. Augustine Highway, and extending eastward to the North River, contains approximately 470.42 acres of land, about 40 acres of which is cleared and suitable for farming. This part of the farm is used mostly to grow

forage for the dairy herd and vegetables for use at the School. The majority of the land is wooded and in pasture.

The School owns a very fine herd of Jerseys—ninety-three in number. The herd is on the accredited list of the Federal Government, which indicates that it is free of tuberculosis and Bang's disease. During the past year, the dairy herd produced 32,397 $\frac{3}{4}$ gallons of milk. There is a great demand for offspring from this herd. A large number of male calves have been shipped to different counties over the State, through the County Agents. Most of the heifer calves were kept for replacement purposes and to build up the herd. When the herd is in full production, it provides 100 gallons of milk per day for our large school family. Without this dairy herd, it would be almost impossible to provide a proper diet and maintain proper health standards.

On the farm is also found a herd of hogs which is practically maintained by garbage from the different kitchens at the School. From this herd of hogs, a considerable amount of the supply of pork needed at the School is provided during the winter months.

The farm is a great help to our household department in the matter of providing an adequate and balanced diet for the student body. A great deal of developing needs to be done at the farm, particularly in the matter of clearing land, draining the swamps, and erecting additional buildings for the dairy herd.

REPAIRS AND IMPROVEMENTS

During the past biennium no major improvements have been made. Due to restrictions and our inability to secure materials, only necessary repairs and improvements have been made. The most important improvement made during the biennium was the installation of fluorescent lighting in the classrooms. As soon as materials are obtainable, new wiring should be placed in a number of the buildings.

Considerable equipment, including a tractor, with accessories, has been provided for the farm. Dishwashing machines have been provided in Wartmann and Bloxham Cottages and at the Colored School.

A great amount of plastering has been done. In the older buildings, it has been necessary the past biennium to do a great amount of plastering and redecorating. A great deal of this sort of work remains to be done. Numerous small necessary improvements and repairs have been accomplished during the past biennium.

GRADUATES

In April, 1943, there were graduated from our Department for the Deaf the following pupils: Betty Rose Crowell, Isabelle Mancill, and Thomas Frederick Hightower of Miami, and Henrietta Davis of Jacksonville. Graduates from the Department for the Blind were: Clarice Hay of Wauchula, Jacqueline Woodward of Raiford, John Paul Allen of Lecanto, Joseph Albert Asenjo of West Palm Beach, and Thomas Jackson Arant of St. Augustine. From the Department for the Colored, the only two graduates were Walter Cole of Daytona Beach and Junior Newton of Titusville, both of whom were students in the Deaf Department.

President James J. Mooney of Tampa University was the speaker at the commencement exercises which were held Friday evening, April 30th, 1943, in the school auditorium, and selected for his subject, "The Pursuit of Happiness." In launching his talk, Dr. Mooney spoke of David Grayson and his book, "Adventures in Contentment." He said a person is only as happy as he makes his surroundings: you are only as happy as you make yourself. If you make your surroundings happy ones, you will, of course, be happy yourself.

He spoke of the sadness being brought about by the war, which combines two great things in human life: selfishness on the one hand, and the use of selfish power on the other. "Get them going together," he said, "and you have a pretty fast machine." "But," Dr. Mooney continued, "we know we are going to win. If you are prepared for a thing, and ready to go forward with it, you will gain sight of the finish, and at least look forward the happy side."

He reminded his young hearers especially, "You must share your happiness with others, and whether you are handicapped in one way or another, remember we are all handicapped in many ways."

DEAF CLASS OF NINETEEN HUNDRED FORTY-THREE—BLIND



In May, 1944, there was only one graduate from the School: Bertha Mae Johns, of St. Petersburg, from the Department for the Blind.

Commencement exercises were held Friday evening, May 5th, 1944, with the Reverend Paul M. Edris, Pastor of the Presbyterian Church in Daytona Beach, as the speaker of the evening. He chose as his subject, "What Makes Democracy Tick?"

Reverend Edris stated that preservation of democracy is going to depend to a tremendous degree upon the young people of the world today. According to him, it may not be so hard to educate the mind of man to the point where he is capable of understanding the problems of life, but it is very hard to educate the characters of men to the point where they are capable of carrying out decisions which they know to be right. We should develop in our own hearts and souls the spirit of self-control so that we automatically do the things we ought to do and leave undone things we ought not to do.

He concluded his talk by saying that we are not strong enough to conquer the tasks which beset us, and we must have the strength of God in our hearts to go forward. Democracy depends upon God's presence in the hearts and souls of men.

PUPILS IN INSTITUTIONS OF HIGHER LEARNING

The Legislature provides a scholarship for each of our graduates who has outstanding ability, can pass college entrance examinations, and who has the desire to enter an institution of higher learning.

During the biennium the following students who were attending institutions of higher learning on scholarships were graduated: Mae and Ethel Stelle of Miami, from the University



BERTHA MAE JOHNS
1944 GRADUATE

of Miami at Coral Gables; Orian Osborn of Dade City, from Stetson University at DeLand; Leander Moore of Jacksonville and Frances Todd of Tampa, from Gallaudet College, Washington, D. C.

Mr. Moore is now teaching in the Tennessee School for the Deaf, and Miss Todd has been appointed librarian at Gallaudet College.

The following students are attending institutions of higher learning at the present time: Mary Scherer of Miami, attending Trinity College in Washington, D. C.; Albert Asenjo of West Palm Beach and Jack Arant of St. Augustine, attending the University of Florida at Gainesville; and Johnnie Carroll of Mims, attending Orlando Junior College.

PROFESSIONAL IMPROVEMENT

In compliance with the request of the Office of Defense Transportation, our national organizations have not held many conventions since war was declared.

The President of the School attended the Conference of Executives of American Schools for the Deaf, which was held in Pittsburgh, Pennsylvania, April 24th, 25th, and 26th, 1944. Some important questions considered at this meeting were: Teacher Training Standards and the Emergency, Teachers' Salaries, Pre-School Deaf Children, and How the Schools Can Best Meet the Post-War Situation. Some other topics were discussed, including Food Rationing and Allied Problems Incident to the Present Emergency.

It was also brought out at this meeting that the teacher turnover up to that time was about 16 per cent, that the increased living cost in state schools for the education of the deaf was 26 per cent, and that there had been a decrease in pupil attendance of about 6 per cent, mostly in the advanced grades where children have dropped out to enter industry at splendid salaries. Approximately 10 per cent of the teachers have left the profession—many of them permanently. Seventy-one per cent of the schools reported that they considered their work was being kept up to pre-war standards; 29 per cent of the schools reported they had not been able to maintain pre-war standards.

All reports indicated that, because of the highly specialized character of the work of instructing the deaf, there was a great

lack of teachers. All normal classes contained few trainees, and the matter of replacements when vacancies occurred was becoming serious.

Representatives of the training school at Deshon, Pennsylvania, which was established for the rehabilitation of deafened soldiers, were present at one of the meetings and explained the work being done there.

The President of the School attended the Biennial Convention of the American Instructors of the Blind, which was held in Little Rock, Arkansas, June 26th to 30th, 1944. This convention, the 36th, was fairly well attended, and all phases of work connected with the education of the juvenile blind were discussed.

One important fact developed was the great decrease in the number of totally blind children entering state schools for the blind. This fact speaks well for the preventive programs which have been carried on by the Federal and State Boards of Health.

A resolution was drawn up by the Resolutions Committee, asking the American Printing House for the Blind at Louisville, Kentucky, to consider the matter of publishing sight-saving books for the state schools for the blind and public schools with sight-saving classes. The resolution also stated that state schools should make provisions to accept those children whose sight is too poor to be properly educated in the public schools, yet who are not actually blind. The President of the School, as Chairman of the Resolutions Committee, attended the annual meeting of the Board of Trustees of the American Printing House for the Blind at Louisville, Kentucky, July 1st, 1944, and presented this resolution to the Board of Trustees, which formally adopted it.

In July, 1944, the President of the School attended a conference of executives of schools for the deaf in the southeastern states, at which tentative plans were set up for a survey to be made of the schools in this section, with the idea of setting up a set of minimum standards, regarding proper buildings, adequate equipment, proper qualifications for teachers, a revised course of study, and proper social and recreational facilities.

A number of teachers attended summer schools during the biennium; however, the provisions for summer schools for teachers of the handicapped have been very inadequate since the

beginning of the war. As usual, the School has 100 per cent membership in the Florida Education Association, the American Association to Promote the Teaching of Speech to the Deaf, the Convention of American Instructors of the Deaf, and the Convention of American Instructors of the Blind. Each faculty member carries membership in the national organization which covers his or her own special field of work.

At the present time the President of the School is President of the Convention of American Instructors of the Deaf. Plans have been made for this organization to have its next biennial meeting at the Florida School for the Deaf and the Blind in St. Augustine, as soon as peace has been declared and it is felt that a successful convention may be planned.

RESIGNATIONS AND APPOINTMENTS

Resignations in June, 1943, were as follows: Mrs. Harriett G. Banta, to go to the North Carolina School; Miss Lula Belle Highsmith, to go to the New Jersey School; Miss Bessie Pugh, to go to the Michigan School; Mr. Olaf Tollefson, to go to the Georgia School; Miss Ruth Abbee, to enter public school work; Miss Jewell Parnell, to be married; and in December, 1942, Miss Zerline Fifield resigned to enter public school work. Mr. Fred V. Mayhue resigned in March, 1943, to enter the armed forces.

Appointments to fill these vacancies were: Miss Mary I. Stack, B.S., of Charleston, South Carolina, a graduate of the College of Charleston, who received her training to teach the deaf at the North Carolina School for the Deaf; Mrs. Lucretia Myers of Washington, Indiana, who received her training to teach the deaf at the School for the Deaf, Flint, Michigan, and who resigned at Christmas time and was replaced by Mrs. Mary M. Guy of St. Augustine, a former teacher in our Department for the Deaf; Miss Lucy Lewis, A.B., of Monticello, Arkansas, who is a graduate of A. & M. College, Monticello, Arkansas, and received her training to teach the deaf at the School for the Deaf in Little Rock, Arkansas; Mr. John Blint, A.B., of West Orange, New Jersey, a graduate of Gallaudet College, Washington, D. C.; Mr. Fred C. Hill, M.A., of Chicago, Illinois, a graduate of the University of Wisconsin; Mrs. Pauline Bennett, of St. Augustine, a former teacher in our Department for the Blind; Mr. Kenneth E. Bratt, B.S., of Muncie, Indiana, a grad-

uate of Ball State Teachers' College, Muncie, Indiana; Miss Cleo Pickles, A.B., who received her special training at Perkins' Institution for the Blind; and Mrs. Edna M. Kerr, A.B., of St. Augustine, a former teacher in the Department of the Deaf.

Resignations in June, 1944, were as follows: Miss Alyce Thompson, as supervising teacher, to return to the classroom; Mr. Louis Gerber, to go into business for himself; Miss Hazel Jack, to return to her home in North Dakota; Mrs. Mary M. Guy, to move to North Carolina; Mr. Kenneth E. Bratt, to go to the Indiana School; Mrs. Wahneeta Davenport, on leave of absence; Miss Cleo Pickles, to be married. Mrs. Edna Kerr resigned from her duties during the school year and was succeeded by Mrs. Eleanor Maury of St. Augustine, who resigned at the close of the school year. Miss Mary Spainhour resigned at Christmas time to be married and was succeeded by Mrs. Paul B. Boger, who resigned at the close of the school year to return to her home in North Carolina.

Appointments to fill these vacancies were: Miss Lucy M. Moore, M.A., Supervising Teacher, Department for the Deaf, of Jacksonville, Illinois. Miss Moore is a graduate of Illinois College, having received her A.B. and M.A. degrees there, and of Washington University, where she received a B.S. degree. She received her training to teach the deaf at Central Institute for the Deaf in St. Louis, Missouri, and comes to Florida from the Smouse School for Physically Handicapped Children in Des Moines, Iowa, where she held the position of supervising teacher of the Department for the Deaf.

Miss Elizabeth Hicks, A.B., of Talladega, Alabama, who is a graduate of Connecticut College and received her special training to teach the deaf at the Lexington School for the Deaf, and comes to Florida from the Beverly School for the Deaf in Massachusetts; Mrs. Mildred Murray, B.S., of St. Augustine, who graduated from the University of Pittsburgh, received her special training at the Western Pennsylvania School for the Deaf in Pittsburgh and has recently been connected with that School in a teaching capacity; Mrs. Mae Powell of St. Augustine, who has recently been connected with the Kendall School for the Deaf in Washington, D. C.; Mr. Jean St. Croix, A.B., of Boston, Massachusetts, who is a graduate of the University of Alabama, was for one year connected with the Blind Department of this

School in a supervising capacity, and has recently been connected with the public schools of Virginia; Miss Doris Smith, B.M., a graduate of Alabama College for Women, who comes to Florida from the Maryland School for the Blind. Miss Claudine Hutchins was transferred from the position of librarian and clerk to that of teacher in the Department for the Blind, with Mrs. Julia Grady of St. Augustine being appointed to fill her place as librarian and clerk.

SOCIAL AND STUDENT ACTIVITIES PROGRAM

The matter of providing a proper social and student activity program in a school of this kind is rather a difficult one. Time must be properly arranged to take care of the academic and vocational programs, leisure time, and social requirements of each pupil. Proper time for recreation must be arranged, and all leisure time must be well planned.

As has been stated elsewhere in this report, we believe we have prepared a splendid physical education and recreational program. Our social program consists of frequent parties and dances, picnics, socials, hikes and frequent trips to places of interest in and near St. Augustine.

All social entertainments are given under the supervision of members of the faculty. Every child is under supervision every moment he is not in school. Each department of the School has a Literary Society and Christian Endeavor. Frequently children from downtown Christian Endeavor societies have charge of the program at the School. The responsibility of preparing the program is turned over to the children as much as possible. They elect their own officers and carry out their own program under the direction of a faculty member.

Every possible opportunity is given for each child to develop leadership, self-reliance, and self-dependance. Frequent motion picture shows are held in the school auditorium. Magical entertainments and public addresses are held at certain intervals. Children attend downtown picture shows frequently. The School is conducted as much as possible on the home plan. The students are given all the responsibility and freedom they can handle acceptably. Every opportunity is given to develop self-dependence and initiative; however, in a school of this kind, where there are about five hundred persons, certain very definite rules and regulations must be made and strictly adhered to.

APPROPRIATION REQUEST FOR 1945-47

	<i>First Year</i>	<i>Second Year</i>
Salaries	\$117,088.00	\$117,088.00
Necessary and Regular Expenses	<u>151,237.00</u>	<u>151,237.00</u>
GRAND TOTAL — Biennium		\$536,650.00

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

SUMMARY OF PROPOSED BUDGET FOR 1945-1946

<i>Department</i>	<i>Total</i>	<i>Salaries</i>	<i>Necessary and Regular Expenses</i>
Administration	\$ 14,165.00	\$ 9,900.00	\$ 4,265.00
Maintenance and Operation of Plant	53,614.50	6,120.00	47,494.50
School for the Deaf	71,118.00	61,068.00	10,050.00
School for the Blind	27,960.00	20,630.00	7,330.00
Dormitories	20,150.00	11,510.00	8,640.00
Dining Halls	55,125.00	3,540.00	51,585.00
Laundry	5,565.00	None	5,565.00
Hospital	5,277.50	4,320.00	957.50
Recreation	900.00	None	900.00
Dairy Farm	18,860.00	None	18,860.00
TOTAL	\$272,735.00	\$117,088.00	\$155,647.00

NOTE: \$4,410 of the total amount of \$155,647.00 for Necessary and Regular Expenses is from earnings of the School, leaving a balance of \$151,237.00 to come from the Legislative Appropriation.

PERMANENT IMPROVEMENTS

REMOVE COLORED SCHOOL FROM THE CAMPUS OF THE MAIN PLANT,
AND BUILD A COMPLETE NEW PLANT AT THE SCHOOL
FARM AT CASA COLA

<i>Description</i>	<i>Requested Biennium</i>
1. Colored Boys' Dormitory at Casa Cola.....	\$ 75,000.00
2. Colored Girls' Dormitory at Casa Cola.....	75,000.00
3. Colored Classroom Building at Casa Cola..	125,000.00
Includes—a.	
a. Classrooms.	
b. Central Dining Hall.	
c. Assembly Hall.	
d. Kitchen.	
e. Store Room for Supplies.	
f. Heating Facilities.	
g. Administrative Offices.	
4. Colored Workshop at Casa Cola.....	50,000.00
5. Water Distribution System at Casa Cola ..	20,000.00
6. Central Heating System at Casa Cola.....	19,000.00
7. Sewer System at Casa Cola.....	9,000.00
8. Lighting System at Casa Cola.....	2,300.00
9. Road System at Casa Cola.....	14,000.00
TOTAL	\$389,300.00

IMPERATIVE IMPROVEMENTS AT MAIN PLANT

1. Dormitory for White Primary Students....	\$ 84,000.00
2. Classroom Addition to Walker Hall.....	64,000.00
3. Library for the Blind and the Deaf.....	77,000.00
4. Physical Education and Gymnasium Building, Swimming Pool and Equip- ment	200,000.00
5. Laundry Building and Equipment.....	45,000.00
6. Refrigeration Room and Equipment.....	11,000.00
7. Store Room for Groceries and Supplies....	15,000.00
8. Second Boiler at Central Heating Plant and Underground Steam Lines to Col- ored School; New Boilers at Wartmann and Bloxham Cottages.....	32,000.00
9. Garage and Quarters for Colored Employees	42,500.00
TOTAL	\$570,500.00
To Match Any Federal Funds Which May Be Available.....	100,000.00
GRAND TOTAL	\$1,059,800.00

EXPLANATORY NOTES

Our Appropriation Request for the 1945-1947 Biennium is presented under three general headings: (1) Salaries; (2) Necessary and Regular Expenses; and (3) Permanent Improvements.

SALARIES

Under the heading of Salaries, we are requesting \$117,088.00, for each year of the Biennium. The Salaries Budget recommended is only 7 per cent above the present yearly Salaries Budget of \$109,326.00. The present yearly Salaries Budget included an allotment of \$15,861.00, from our Incidental Fund. The total increase in Salaries, including what was given to the teachers out of the Incidental Fund last February and the amount recommended for the next Biennium, amounts to 20 per cent.

Since Pearl Harbor, approximately five hundred teachers have left our profession. Living expenses have increased approximately 33 1-3 per cent. If we expect to retain our teaching staff of well-trained and experienced teachers, it is absolutely imperative that we increase salaries. The increases recommended are indeed conservative.

Our field is about the only place that the Government can go to obtain teachers to correct the speech of, and teach lip-reading and speech-reading to, deafened members of the armed forces, who are now returning in increasing numbers. It is also the only field to which the Government can turn to find teachers to instruct blinded members of the armed forces whose numbers are increasing, however not as rapidly as the numbers of deafened. It is almost impossible to find trained teachers of the deaf and the blind at the present time.

NECESSARY AND REGULAR EXPENSES

Under the heading of Necessary and Regular Expenses, we are requesting \$155,647.00, for each year of the Biennium, which represents an increase of 29 per cent over the 1944-45 budget, \$4,410.00 of which is estimated income.

Our equipment is wearing out very rapidly and must be replaced. We have made no major improvements to the school plant in recent years. The School is in need of a great deal of new motor equipment.

In order to obtain labor of any kind, it is necessary to increase salaries. We have been extremely fortunate in keeping an adequate and fairly competent supply of cooks, maids, janitors, and household personnel. At the present time, this type of help is more difficult to secure than it has been at any time since the beginning of the war.

The total Annual Budget requested, which amounts to \$272,735.00, of which \$4,410.00, is anticipated income, represents an increase of 18 per cent over the present 1944-45 Budget. Considering the fact of the increase in cost of all kinds of commodities, food, and school supplies, the necessity of much new equipment, the increase which must be paid in order to get and retain competent teachers, household help, and labor, I feel this is a conservative request.

PERMANENT IMPROVEMENTS

Foreword: There follows herewith a list of buildings which are absolutely necessary if the School is to take care of its growth, go forward, and badly crowded conditions be removed.

APPROPRIATION FOR BUILDINGS

The Florida School for the Deaf and the Blind has no source of income other than funds provided by the State Legislature. All of these buildings must be erected by outright appropriation by the State, which appropriation may be used to match Federal Funds, if same are available.

REMOVE COLORED SCHOOL FROM THE CAMPUS OF THE MAIN PLANT, AND BUILD A COMPLETE NEW PLANT AT THE SCHOOL FARM AT CASA COLA

The attendance has grown in the Department for the Colored Deaf and Blind to a point where it is no longer wise to have the students quartered in the residential district of St. Augustine. Frequent objections are being raised. Aside from this reason for removal, the present accommodations are crowded and should be relieved. The sleeping wards provide approximately thirty-two square feet of space per student, whereas sixty square feet of floor space should be provided for each student, not only from the standpoint of health and sanitation, but also for proper supervision.

The proper place for the Negro School is at the school farm, where the colored boys may receive not only various kinds of

vocational training, but also be used on the farm and receive training in different kinds of farming activities.

IMPERATIVE IMPROVEMENTS AT MAIN PLANT

1. Dormitory for White Primary Students \$ 84,000.00

Bloxham and Wartmann Cottages are two buildings which house primary deaf children between the ages of six and twelve. Both buildings are badly crowded. These buildings are designed to house thirty children each. In Bloxham Cottage today there are forty-seven children, and in Wartmann Cottage there are thirty-six children, with more to come to each. The porches of these two Cottages have been glassed in to make additional dormitory space. At Wartmann Cottage it has been necessary to use double decker beds to take care of the large number of deaf boys. Another dormitory for primary children is absolutely imperative.

2. Classroom Addition to Walker Hall \$ 64,000.00

Extra classroom space is badly needed. Additional classrooms are needed in Walker Hall, and the space at the hospital which is now used to house the dietitian, one teacher, and two members of the household department, is needed for hospital purposes. It is recommended that an addition be built on the north wing of Walker Hall, of which the second floor will be fitted for living rooms for household help, and the first floor will contain classrooms. This will enable the School to have additional classrooms and to use the hospital building exclusively for hospital purposes.

3. Library for the Blind and the Deaf \$ 77,000.00

At the present time the two libraries, one for the deaf and one for the blind, are on the first floor of the Administration Building. The library for the deaf is a room approximately 18 by 30 feet, and the library for the blind is approximately 12 by 14 feet. In order to increase the necessary literature, the number of books, and other reading matter used in the education of handicapped children, the School should have a modern library building. One building will suffice for the two schools. This building can be divided in the center and one-half used for the deaf, while the other half will be used for the blind.

4. Physical Education and Gymnasium Building,
Swimming Pool and Equipment \$200,000.00

At present the School has no gymnasium or place large enough for social and recreational activities. The two large rooms in the Industrial Building which are being used as a gymnasium are inadequate and unsatisfactory for such use.

These rooms are needed for the vocational department, which is also crowded. A swimming pool is needed. Due to their condition, the blind and deaf students are not allowed to go to the beach to swim because of danger of mishaps. Furthermore, a gymnasium and swimming pool are needed so that the institution may carry out proper physical educational and recreational programs for its deaf and blind students.

5. Laundry Building and Equipment.....\$ 45,000.00

Our present laundry equipment is set up in one half of the first floor of a building which is used as a service building for colored help. It is entirely inadequate and is not large enough to be equipped to take care of the laundry needs of the School. It is necessary that we have a separate laundry building.

6. Refrigeration Room and Equipment.....\$ 11,000.00

Refrigeration facilities at the main plant are entirely inadequate. Additional space should be added for rooms to be used as cool rooms in which to store vegetables and certain food products which could be bought in large quantities, thereby affecting considerable saving.

7. Store Room for Groceries and Supplies.....\$ 15,000.00

If the present store room is changed into a refrigeration room, it will be necessary to provide new storage capacity for groceries and supplies. At the present time supplies of different kinds are stored in several different places in different buildings. All institutional supplies should be stored in one place.

8. Second Boiler at Central Heating Plant and Underground Steam Lines to Colored School; New Boilers at Wartmann and Bloxham Cottages.....\$ 32,000.00

At the present time the central heating plant contains only one large boiler to heat the majority of the plant. Should this boiler become incapacitated, it is necessary to switch over to the old obsolete boilers which are fired by coal. A second boiler of the same type as the large oil-fired boiler should be provided. Underground steam lines should be extended to the Colored School. New boilers must be provided at Wartmann and Bloxham Cottages. All the underground pipes are in bad shape and leak badly.

9. Garage and Quarters for Colored Employees... \$ 42,500.00

The present maintenance shop is inadequate for an institution of this size. The shop is only one room about 12 by 14 feet, which makes it necessary to have equipment stored in different places on the campus. It is absolutely necessary to

have a building with plenty of storage space and a place for the superintendent of maintenance, the plumber, and the electrician to carry on their work. This building would also be used to store the motor equipment of the School. The second floor would contain fourteen rooms and be used as living quarters for the colored help. Blueprints and plans are on hand for the erection of this building.

NEW BUILDINGS

Part of cost of construction, equipment, and furnishing of new building or buildings, to be used in connection with, or to supplement, funds derived from revenue certificates authorized by Chapter 21788, Laws of 1943, or gifts, grants, donations, or funds otherwise made available by or through the federal government, any federal agency, or other public agency, or any public or private corporation, foundation, society, group, estate, trust, or any individual.....\$100,000.00

The total amount requested for improvements is:

Imperative Improvements at Main Plant.....	\$ 570,500.00
New Colored School at Casa Cola.....	389,300.00
To Match Any Federal Funds Which May Be Available	100,000.00
TOTAL	\$1,059,800.00

If provisions are made to carry out the Building Program outlined above, it will relieve congested conditions, provide an opportunity for growth, and put the Florida School for the Deaf and the Blind in a proper position to carry on the work it should to educate the deaf and the blind children of the State of Florida. If provisions are not made to move the Colored School to the farm at Casa Cola, it will be necessary to purchase additional land to erect a dormitory for white primary students and for other buildings.

CONCLUSION

The business of carrying on the work of the School the past biennium has been very difficult. The emotional strain, as a result of the war and the economic stress, cannot help but be felt and have its effects. The cost of living conditions has increased very considerably, which has made it difficult for the faculty and employees of the School to find proper living quarters and maintain the standard of living they desire.

St. Augustine has been headquarters for a large unit of the Coast Guard. Camp Blanding is located nearby, and St. Au-

gustine has been one of the favorite places for the members of the armed forces. All of these things have made living conditions in St. Augustine crowded and not easy for those who are employed at our School.

Due to the fact of certain governmental regulations, much extra work has been required on the part of those connected with the office force of the School.

In spite of many adverse circumstances, the work of the School has been carried along satisfactorily, and we have not been compelled to lower our educational standards.

Faculty and students alike have taken part in the different war activities. All have done what they could in purchasing War Savings Stamps and War Bonds, and to aid in the conservation and scrap collection drives.

Practically every graduate and ex-pupil of the School is gainfully employed—some of them at very handsome salaries. The School has received more calls for printers, linotype operators, shoe-repairers, and different kinds of mechanical workmen, than it could possibly supply.

The attendance of the School is greater than it has ever been in its history. A post-war building program is imperative if we are going to take care of our increased enrollment and make progress.

The splendid interest, attention, and counsel of the Board of Control to every request and detail in the successful operation of the School, is sincerely appreciated. The fine interest of the Governor and the State Board of Education in our many problems which have come up, is also appreciated.

The faithfulness of the faculty and employees during this very difficult period and their interest in the pupils personally, has had a great deal to do with the success we have had the past biennium. This faithfulness and cooperation is appreciated.

Respectfully submitted,

Clarence J. Settles.

President.

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

STATEMENT OF RECEIPTS AND DISBURSEMENTS
1942-43 AND 1943-44

LEGISLATURE APPROPRIATION—SALARIES	<i>Year</i>	<i>Year</i>
	<i>1942-43</i>	<i>1943-44</i>
Balance brought forward.....	\$ 1,581.01	None
Appropriation.....	<u>92,142.50</u>	\$ 93,465.00
	93,723.51	93,465.00
Funds not made available.....	<u>1,581.01</u>	None
	92,142.50	93,465.00
Disbursements.....	<u>92,141.45</u>	93,463.97
Balance.....	\$ 1.05	\$ 1.03

LEGISLATURE APPROPRIATION— NECESSARY AND REGULAR EXPENSES	<i>Year</i>	<i>Year</i>
	<i>1942-43</i>	<i>1943-44</i>
Balance brought forward.....	\$ 436.74	None
Appropriation.....	<u>116,042.30</u>	\$ 121,074.00
	116,479.04	121,074.00
Funds not made available.....	<u>21,429.04</u>	None
	95,050.00	121,074.00
Disbursements.....	<u>95,049.09</u>	115,252.65
Balance.....	\$.91	\$ 5,821.35

PERMANENT BUILDING FUND	<i>Year</i>	<i>Year</i>
	<i>1942-43</i>	<i>1943-44</i>
Balance brought forward.....	\$ 1,616.94	\$ 1,855.38
Receipts.....	<u>238.44</u>	None
	1,855.38	1,855.38
Disbursements.....	<u>None</u>	None
Balance.....	\$ 1,855.38	\$ 1,855.38

INCIDENTAL FUND	<i>Year</i>	<i>Year</i>
	<i>1942-43</i>	<i>1943-44</i>
Balance brought forward.....	\$ 20,579.77	\$ 28,316.72
Receipts.....	<u>7,736.95</u>	8,106.45
	28,316.72	36,423.17
Disbursements.....	<u>None</u>	4,266.34
Balance.....	\$ 28,316.72	\$ 32,156.83

BOARD OF CONTROL FUND	<i>Year</i>	<i>Year</i>
	<i>1942-43</i>	<i>1943-44</i>
Balance brought forward.....	\$ 14,126.32	\$ 14,126.32
Receipts.....	<u>None</u>	None
	14,126.32	14,126.32
Disbursements.....	<u>None</u>	None
Balance.....	\$ 14,126.32	\$ 14,126.32

WHITE GRADUATES

CLASS OF 1898

Artemas Winfred Pope	Deaf
Cora Carlton	Deaf

CLASS OF 1907

Eugenia Wilson	Deaf
Nettahlen Vanderpoel	Deaf

CLASS OF 1908

Alice Carlton	Deaf
DeWitt Lightsey	Blind

CLASS OF 1911

Lucius Emerson	Blind
Lula Barfield	Blind

CLASS OF 1913

Henry Stephen Austin	Deaf
Henry Raymond Rou	Deaf
Willie Harvey Townsend	Deaf

CLASS OF 1914

Minnie Violet Clemons	Deaf
Sarah Virginia Johnson	Deaf
Roxie Rice Jordan	Deaf
Charles Edward Manire	Deaf

CLASS OF 1915

Mabel Bates	Blind
Pearl Brown	Blind
Bessie Sikes	Blind

CLASS OF 1918

Laurence Randall	Deaf
Lola Ashley	Blind
Annie Lee Barksdale	Blind
Arthur Dye	Blind

CLASS OF 1919

Dixie Clyde Fernside	Deaf
Amelia Theresa Loring	Deaf
Lalla E. Wilson	Deaf
Uriel Jones	Deaf

CLASS OF 1921

Annie Louise Clemons	Deaf
Mary Jim Crump	Deaf
Pearl Helen Holland	Deaf

CLASS OF 1922

Rosie Nasrallah	Blind
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CLASS OF 1925

Willie Butler	Blind
Frances Johnson	Blind

CLASS OF 1926

Marjorie K. Eigle	Deaf
Gladys L. Eastman	Deaf

CLASS OF 1927

Florian Caligiuri	Deaf
William A. Hall	Deaf
Julius L. Myers	Deaf

CLASS OF 1928

Georgette E. Duval	Deaf
Florence K. Wells	Deaf
Benjamin F. King	Deaf
William Edward Clemons	Deaf
Gladys M. Jones	Blind
Stewart M. Yates	Blind
Albert H. Macy	Blind
Aubrey B. Martin	Blind

CLASS OF 1930

Bessie Henderson	Deaf
Helen Salter	Blind
Nell Norton	Blind

CLASS OF 1931

L. E. Jennings	Deaf
Dan Long	Deaf
Warren Wilson	Deaf
Khaleel Kalal	Deaf
Antonio Virsida	Deaf
Robert Hoagland	Deaf

CLASS OF 1932

Reba Blackwelder	Deaf
Aileen Grace	Blind
Lucy Dent Smith	Blind
Alexander Nasrallah	Blind
Walter Nasrallah	Blind
Ernest Shaheen	Blind

CLASS OF 1933

Charles M. McNeilly	Deaf
Jans Rosier	Deaf

WHITE GRADUATES—*Continued*

CLASS OF 1934

Clara Stevenson	Deaf
Ethel Crawford	Deaf
Beatrice David	Blind

CLASS OF 1935

Velma Cumbie	Deaf
Janet Lightbourn	Deaf
Pauline Register	Deaf
Loyce Ommie Barfield.....	Deaf
Albert Forrest Reeves.....	Deaf
Harry Joseph Schaffner, Jr.....	Deaf
Edwin Laurens Bledsoe	Deaf
Bernita Flora Gilberstadt	Blind
Gladys Louise Murrell.....	Blind
Edwin Joseph Holly.....	Blind

CLASS OF 1936

Doris Sabra Hodges.....	Blind
Marvin Robert Barnett	Blind

CLASS OF 1937

Donald B. Shaefer.....	Blind
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CLASS OF 1938

Thomas Leroy Cooper	Deaf
Robert Bookter Edwards	Deaf
Mabel Josephine Johnson.....	Deaf
Robert Eugene Polk.....	Deaf
Mitchell Abraham Kalal.....	Deaf
Annette Long	Deaf
Harry Leander Moore, Jr.....	Deaf
Carlie Frances Todd.....	Deaf
Lorraine Wertheim	Deaf
Doris Kathryn Reardon	Blind

CLASS OF 1939

James Emmett Davis.....	Deaf
May Stelle	Blind
Myrlen J. Jordan.....	Blind
Orian W. Osburn.....	Blind
Leonard Braxton Warren.....	Blind
Marie Dean	Blind
Grover Smith	Blind

CLASS OF 1940

Medora Louise Crowell	Deaf
Mary Frances Olive	Deaf
Nathalie Oakley	Deaf
Lucille W. Brown	Deaf
Elsie Ann Wiggins	Deaf
Homer Altman	Deaf
Charles W. Lockey, Jr.	Deaf
Sawley Helms	Deaf
Ethel Stelle	Blind
Robert D. May, Jr.	Blind
Charles Carl Sattler, Jr.	Blind

CLASS OF 1941

John Gordon Gunter, Jr.	Deaf
Clifford LeRoy White	Deaf
Raymond Lawrence Keith	Deaf
Ida Jewell Stevens	Deaf
Josephine Mary David	Deaf
Mamie Mary Fazio	Deaf
Buelah Lee Holly	Blind
Mary Catherine Scherer	Blind
Johnnie Hught Carroll	Blind
Raymond Lee McLean	Blind

CLASS OF 1942

W. A. Ouzts	Blind
W. Wallace Lopez	Blind
Alice Marian Ogden	Blind
Patrice Eileen Forsyth	Blind

CLASS OF 1943

Elizabeth Rose Crowell	Deaf
Isabelle Rose Mancil	Deaf
Henrietta Estelle Davis	Deaf
Thomas Frederick Hightower	Deaf
Clarice Hay	Blind
Jacqueline Woodward	Blind
John Paul Allen	Blind
Joseph Albert Asenjo	Blind
Thomas Jackson Arant	Blind

CLASS OF 1944

Bertha Mae Johns	Blind
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COLORED GRADUATES

CLASS OF 1914

Louise Jones Blind

CLASS OF 1925

Cary White Deaf
Georgia Hall Blind

CLASS OF 1928

Reginald Green Blind
Leroy Lundy Blind
Herbert Moore Blind

CLASS OF 1930

Jodie M. Jackson Blind

CLASS OF 1931

Moses Singleton Blind
Washington Jones Blind
Ernest Lawrence Blind

CLASS OF 1932

Annie M. Stevens Deaf

CLASS OF 1933

Johnnie James Deaf
Jennie L. Nelson Deaf
Geneva Daniels Deaf

CLASS OF 1934

Melda Rawls Deaf

CLASS OF 1935

Daisy B. Moore Deaf
Marie Richardson Deaf

Jesse Lawrence	Deaf
J. B. Sallet	Deaf
Fitzhugh White	Deaf
Alexander Hartley	Blind

CLASS OF 1936

Robert White	Deaf
Glennie Owens	Deaf
Timothy Morris	Deaf

CLASS OF 1937

Willie Edna Jackson	Deaf
Ruby Ann Young	Deaf
Willie Edward Danzy	Deaf

CLASS OF 1938

Charlie Frank Simmons	Deaf
Freddie Irving Rozier	Blind

CLASS OF 1939

Barbara Brown	Deaf
Estella Annie Reid	Deaf

CLASS OF 1940

Queen E. Williams	Blind
Ida Mae Williams	Blind
Vera Mae Fleming	Blind
Joe Lee Lawrence	Blind

CLASS OF 1942

Lonnie L. Williams, Jr.	Deaf
Albert J. Figgs, Jr.	Blind

CLASS OF 1943

Walter Cole	Deaf
Junior Newton	Deaf

ROSTER OF STUDENTS

BIENNIUM 1943-1944

DEAF BOYS

1. Alford, Herbert Ray.....	Suwannee
2. Anderson, Burton.....	Orange
3. Anderson, Kenneth.....	Orange
4. Arias, Thomas Albert.....	Hillsborough
5. Bradley, James Kirby.....	Jackson
6. Cain, Ruben Chalker.....	Bay
7. Campbell, Claude Roy.....	Hillsborough
8. Carlson, Don Barrie.....	Dade
9. Carre, John Eugene.....	Putnam
10. Carroll, David Martin.....	Putnam
11. Carter, Alton.....	Jackson
12. Carter, Ralph.....	Jackson
13. Cassady, Clyde Harold Jr.....	Lake
14. Chandler, Miles Otto.....	Palm Beach
15. Clark, Gary Brooks.....	Dade
16. Clemons, John Elliott.....	Union
17. Cloer, James.....	Bradford
18. Colley, James Alfred.....	Putnam
19. Cooke, Gaston.....	Dade
20. Cooper, Huey Austin.....	Pinellas
21. Crews, Gerald.....	Duval
22. Crews, Roy Lee.....	Nassau
23. Crum, Fred.....	Wakulla
24. Daugherty, Jack.....	St. Johns
25. Davis, Norman Willis.....	Hendry
26. Daw, David Luther.....	Escambia
27. Dignan, Philip Van.....	Duval
28. Dorton, James Edward.....	Seminole
29. Elkes, Eugene Revere, Jr.....	Hillsborough
30. Enfinger, Paul.....	Leon
31. English, Marvin.....	Lake
32. Fazio, Joe.....	St. Johns
33. Fleming, Roger.....	Suwannee
34. Fox, Edgar Craft.....	Dade
35. Gardner, James Edgar.....	Hillsborough
36. Gatchell, Edward.....	St. Johns
37. Gibbens, Harry Creighton.....	Dade
38. Glover, Clarence D., Jr.....	Hillsborough
39. Good, Charles B.....	Dade
40. Gordon, Curtis.....	Polk
41. Graham, Bob.....	St. Johns
42. Grainger, Homer T.....	Hillsborough
43. Graves, Allen David.....	Polk
44. Gray, Jessie Clarence.....	Alachua
45. Green, James Randolph.....	Columbia
46. Green, Wilburn Carl.....	Polk
47. Gullo, Michael.....	Hillsborough
48. Gunn, Elton Benjamin.....	Decatur, Ga.
49. Hanks, George Leon.....	Escambia
50. Herrington, Ronald Gordon.....	Duval
51. Hightower, Thomas Frederick.....	Dade
52. Hinson, Samuel Earl.....	Monroe

DEAF BOYS—Continued

53. Hires, Willard	Volusia
54. Holmes, Darwin	Palm Beach
55. Holmes, Howard	Palm Beach
56. Houghton, Edward, Jr.	Manatee
57. Hughes, Richard Foster, Jr.	Hillsborough
58. Hunter, Talmadge Eugene.	Hillsborough
59. Jackson, Edward	Leon
60. Keene, Harley H., Jr.	St. Johns
61. Keene, Charles Oliver.....	Duval
62. Kimmons, Donald	Santa Rosa
63. Koon, Joe Mc Henry.....	Taylor
64. Kornegay, A. L. Jr.,.....	Gadsden
65. Kurtz, Albert Eugene, Jr.	Duval
66. Land, Perry Wayne.....	Duval
67. Langley, Earl J., Jr.	Gadsden
68. Langston, Murray	Leon
69. Lawrence, David	Jackson
70. Laws, Robert Henry.....	Hillsborough
71. Lesch, Jack Ellwood.....	Hillsborough
72. Little, Charles Wesley.....	Hillsborough
73. Long, George Everett.....	Duval
74. Lopez, Julian	St. Johns
75. Love, Thomas Albert.....	Pinellas
76. Martin, Marvin.....	Polk
77. Meadows, Charles Max.....	Lake
78. Mingo, Dale Ferrel.....	Dade
79. Moore, Kendall	Duval
80. Moore, Lovell	Orange
81. O'Neal, Dewey	Liberty
82. Osman, Allen	Duval
83. Ouzts, Virgil Jackson.....	Bay
84. Padgett, Earl	Taylor
85. Paul, Robert	Hillsborough
86. Pert, Junior Cleveland.....	Escambia
87. Petty, Thomas Eugene.....	Manatee
88. Phelps, Harry	Holmes
89. Pitt, Lawrence	Lake
90. Pitts, Arthur, Jr.	Duval
91. Powell, Edward Roland.....	Orange
92. Pritchard, James Mashburn.....	Dade
93. Proffitt, Glenn Emerson.....	Polk
94. Rabb, John Mayo.....	Citrus
95. Rawlins, Oscar	Volusia
96. Richards, William Harry.....	St. Lucie
97. Robbins, Joseph.....	Pinellas
98. Roberts, Gerald.....	Dade
99. Robinson, Billy	Dade
100. Rooks, Billy Kemp.....	Sumter
101. Rowe, Harold.....	Dade
102. Rutledge, James Hunter.....	Broward
103. St. Amant, Ronald.....	Hillsborough
104. Sandager, Oliver Keith.....	St. Johns
105. Sasser, Ralph	Polk
106. Sheppard, Robert Stephens.....	Manatee
107. Shouppe, Carl	Jackson
108. Shouppe, Joe Peat.....	Jackson
109. Sikes, Willie James.....	Nassau
110. Simpson, James Earl.....	Pinellas
111. Sistrunk, Paul Richard.....	Hamilton

DEAF BOYS—*Continued*

112.	Sistrunk, William Martin.....	Hamilton
113.	Skipper, Billie Joe.....	Bay
114.	Smith, Fletcher J., Jr.,.....	Lake
115.	Smith, George Edward.....	Putnam
116.	Snyder, John Augustus.....	Broward
117.	Sommers, Donald Eugene.....	Dade
118.	Stanley, James William.....	Hillsborough
119.	Thompson, Edward R.....	Duval
120.	Trainor, Edward Alden.....	Volusia
121.	Ulmer, Jahnz.....	Duval
122.	Urrutia, Mike.....	Hillsborough
123.	Vaughan, Frank Donald.....	Pinellas
124.	Vickers Jimmie	Broward
125.	Vinson, David	Duval
126.	Walker, Robert Allen.....	Dade
127.	Welch, Donald Eugene.....	Jackson
128.	Wheaton, John B.....	Manatee
129.	White, Ronald	Gadsden
130.	Wilcox, Roy Earl.....	Hillsborough
131.	Williams, George Paul.....	Baker
132.	Wilmot, Ernest A. Jr.,.....	Duval
133.	Wilson, Jay Kenneth, Jr.....	Dade
134.	Wise, Earl	Jackson
135.	Wise, Marvin	Jackson
136.	Wright, James F.....	Escambia
137.	Wynn, John Clark, Jr.....	Leon

DEAF GIRLS

1.	Adams, Dorothy Maxine.....	Santa Rosa
2.	Adams, Ethel Mae.....	Duval
3.	Anderson, Rose Marie.....	Monroe
4.	Ard, Wanda	Holmes
5.	Bailey, Frances Oogna.....	Bay
6.	Bailey, Willie Marie.....	Dade
7.	Barber, Annabell	Volusia
8.	Barber, Claudia	Dade
9.	Baxter, Luella	Suwannee
10.	Belcher, Barbara	Lake
11.	Broom, Eloise.....	Washington
12.	Brown, Mildred Doris.....	Lee
13.	Bryan, Fredia Juanita.....	Duval
14.	Burdges, Jo-Ann.....	Duval
15.	Burkhard, Marilee.....	Hillsborough
16.	Butler, Winona	Gadsden
17.	Capitano, Rosina	Hillsborough
18.	Carlton, Marcella	Lake
19.	Carroll, Jenett.....	Polk
20.	Carter, Lucille	Jackson
21.	Cass, Jessie	Dade
22.	Cassidy, Lilly	Walton
23.	Christie, Alva Dean.....	Columbia
24.	Cowart, Aleen	Lake
25.	Crews, Marlyn Yvonne.....	Nassau
26.	Crichton, Nellie	Hillsborough
27.	Cowell, Betty Rose.....	Dade
28.	Cunningham, Virginia	Dade
29.	Dale, Nora Frances.....	Calhoun

DEAF GIRLS—Continued

30. Davis, Henrietta	Duval
31. Deal, Martha Lois.....	Washington
32. Edwards, Lenora	Polk
33. Fair, Emma Sue.....	Gadsden
34. Feinberg, Beatrice	Duval
35. Gay, Caroline	Sumter
36. Godwin, Ruthie Mae.....	Walton
37. Goodman, Flora	Calhoun
38. Guy, Gladys	Santa Rosa
39. Hall, Janette	Duval
40. Hamilton, Carolyn	Dade
41. Marilynn, Harris	Duval
42. Head, Helen	Duval
43. Hemperley, Rebie	Dade
44. Hendrix, Rosa Lee	Calhoun
45. Hinson, Betty June.....	St. Johns
46. Hinson, Rose Marie.....	St. Johns
47. Hobbs, Annette	Volusia
48. Holland, Virginia	Jefferson
49. Holmes, Bobbie	Duval
50. Hovsepian, Margaret	Dade
51. Hovsepian, Sarah	Dade
52. Hudson, Clara Belle.....	Polk
53. Jeter, Bennie	Bay
54. Jourdon, Murlene	Calhoun
55. Jourdon, Viree.....	Calhoun
56. Keller, Margaret Lousie.....	Leon
57. Kelton, Dora Ellen.....	Suwannee
58. Klipstine, Jenelle	St. Johns
59. La Croix, Lila Lorraine.....	Broward
60. La Monaca, Josephine.....	Seminole
61. Mc Dowall Rosemary.....	Alachua
62. Magill, Myrtle	Palm Beach
63. Mancill, Isabelle	Dade
64. Metts, Mary	Dade
65. Moody, Mary Agnes.....	Putnam
66. Moody, Mattie Pauline.....	Hamilton
67. Moore, Marian Elizabeth.....	Dade
68. Mosley, Aline	Clay
69. Napier, Sina Louise.....	Nassau
70. Neely, Velma Lee.....	Hernando
71. Nelson, Margarette	Bay
72. Nutt, Ruth Alexandra.....	Lake
73. Oblinger, Jeanne	Hillsborough
74. Oliver, Betty Jean.....	Orange
75. Ong, Jean Marie.....	Broward
76. Parnell, Mattie Eloise.....	Columbia
77. Peeples, Beda	Palm Beach
78. Perez, Dalia	Hillsborough
79. Peters, Wanda Ruth.....	Bay
80. Pittman, Chrystelle	Jackson
81. Read, Joyce	Bay
82. Remley, Lois	Duval
83. Roberts, Artha Rae.....	Leon
84. Roberts, Mary Margarette.....	Duval
85. Robinson, Ann Rutledge.....	Hillsborough
86. Sapp, Emma Lou.....	Pinellas
87. Schumpert, Helen.....	Pinellas
88. Sellers, Naomi	Duval

DEAF GIRLS—*Continued*

89.	Shaw, Loretta.....	Hillsborough
90.	Skinner, Mary Emma.....	Lee
91.	Slaphey, Marilyn Virginia.....	Duval
92.	Slaughter, Dorma Jean.....	Volusia
93.	Smith, Addie	Hillsborough
94.	Smith, Caroline	Lee
95.	Smith, Evelyn	Polk
96.	Smith, Ida Irene.....	Polk
97.	Smith, Louise	Hillsborough
98.	Spivey, Carolyn	Hillsborough
99.	Staton, Dorothy.....	Orange
100.	Stevens, Lettie	Duval
101.	Sweat, Nona	Duval
102.	Taylor, Janie	Duval
103.	Themis, Lucille	Franklin
104.	Thomas, Jean Ann.....	Volusia
105.	Thur, Mary Lousie.....	Escambia
106.	Tillman, Julia.....	Alachua
107.	Walker, Janette	Polk
108.	Watkins, Nadine	Polk
109.	Webb, Evelyn	Citrus
110.	Wertheim, Julianne	Hillsborough
111.	Wilcox, Selma Lois.....	Hillsborough
112.	Williams, Joanna	Hamilton
113.	Wingard, Louise	Dade
114.	Wingard, Martha	Dade

BLIND BOYS

1.	Adams, Leon	Escambia
2.	Albritton, Dale	Monroe
3.	Allen, John Paul.....	Citrus
4.	Anderson, Robert	Bradford
5.	Arant, Thomas Jackson.....	St. Johns
6.	Asenjo, Albert	Palm Beach
7.	Barnes, Eobby	Palm Beach
8.	Booth, Robert	Hillsborough
9.	Brown, Gerald	Volusia
10.	Castell, Arthur	Duval
11.	Cusic, Edward	St. Johns
12.	Driggers, Elbert	Sarasota
13.	Ethridge, Roscoe	Panama City
14.	Fennell, Lonnie Ray.....	Hillsborough
15.	Gallattscheck, Ray	Dade
16.	Hendricks, David	Jackson
17.	Herring, Dan Henry.....	Suwannee
18.	Hess, Charles	Pinellas
19.	Hickey, Joe	Orange
20.	Hirschman, Gene	Duval
21.	Hudson, Johnnie	Dade
22.	Ireland, Bobby	Lee
23.	Johnson, George Henry.....	Palm Beach
24.	Jordon, J. M. Jr.....	Leon
25.	Kimrey, George Henry	Duval
26.	Lewis, W. L.....	Hillsborough
27.	McClain, Arnold.....	Baker
28.	McClellan, Elwood	Duval
29.	McCall, Troy	Indian River

BLIND BOYS—Continued

30.	McCoy, Carl	Leon
31.	McKeehan, Emory	Dade
32.	McNeely, Howard	Duval
33.	Martin, Fobby	Orange
34.	Matthews, Thomas	Escambia
35.	Merritt, James Byron.....	Madison
36.	Mizelle, Harold	Pinellas
37.	Moore, George Edward	Palm Beach
38.	Moore, John Henry.....	Hillsborough
39.	Moz'ey, George	Jackson
40.	Perham, Richard	Palm Beach
41.	Pittman, Gordon	De Soto
42.	Pulliam, James	Madison
43.	Richards, Eugene	Dade
44.	Snyder, Cecil	Palm Beach
45.	Spell, Henry	Palm Beach
46.	Stasch, James	Pinellas
47.	Thomas, Hubert.....	Baker
48.	Thornley, Rex	Hamilton
49.	Turner, William -Henri	Duval
50.	Tyson, Edward Jasper	Lee
51.	Webb, Frank	Froward
52.	Williams, Lawton	Indian River
53.	Woods, Herbert	Escambia
54.	Zeigler, Roy	Volusia

BLIND GIRLS

1.	Adams, Elizabeth	Escambia
2.	Albury, Hazel	Hillsborough
3.	Bales, Evelyn.....	Dade
4.	Brooks, Dottie	Duval
5.	Brotherson, Peggy	Dade
6.	Bunn, Joren	Dade
7.	Duncan, Jeannette	Alachua
8.	Earnest, Joyce	Duval
9.	Epps, Connie	Volusia
10.	Grono, Margaret	Polk
11.	Hall, Myrtle	Dade
12.	Hay, Clarice.....	Hardee
13.	Holroyd, Barbara	Dade
14.	Johns, Bertha Mae.....	Pinellas
15.	Johns, Grace	Duval
16.	Kinard, June	Duval
17.	Landrum, Blanche	Escambia
18.	McQuaig, Mary Louise.....	Hardee
19.	Martin, Mary Ann.....	Orange
20.	Miller, Ruth	Walton
21.	Owens, Minnie Jean.....	Duval
22.	Rafferty, Loma Ruth	Dade
23.	Register, Elouise	Columbia
24.	Stokes, Betty	Pinellas
25.	Thigpen, Clydie	St. Johns
26.	White, Dorothy Jean.....	Orange
27.	Wilcox, Sarah Etta	Taylor
28.	Willis, Irene	Escambia
29.	Woodward, Jacqueline.....	Gadsden

COLORED DEPARTMENT

DEAF BOYS

1.	Archer, Willie	Volusia
2.	Ayer, James	Alachua
3.	Banks, Esker	Alachua
4.	Barnes, Ozell	Taylor
5.	Brown, Sherman	Jackson
6.	Byrd, Arthres	Leon
7.	Carter, Henry	Columbia
8.	Cole, Walter	Volusia
9.	Dials, Monroe	Pinellas
10.	Duhart, Mitchell	Seminole
11.	Freeman, Ulysis	Seminole
12.	Gibson, James	Leon
13.	Jennings, Franklin	Washington
14.	Monlyn, Wilmon	Calhoun
15.	Morris, Benjamin	Duval
16.	Morris, Lemuel	Hendry
17.	Newton, Junior	Brevard
18.	Phillips, Lawrence	Duval
19.	Rigsbee, Nathaniel	Bradford
20.	Robinson, Herbert	Alachua
21.	Robinson, Paul	Duval
22.	Rogers, Theodore	Hamilton
23.	Slater, Henry	Wakulla
24.	Small, Robert Lee	Duval
25.	Thompson, Jimmy L.	Palm Beach
26.	Williams, Eddie Lee	Duval
27.	Williams, Jesse	Polk

DEAF GIRLS

1.	Alexander, Mary Alice	Polk
2.	Allen, Virtez	Duval
3.	Farmer, Juanita	Marion
4.	Brown, Mary	Volusia
5.	Cooper, Lorena	Lake
6.	Douglas, Johnie Mae	Dade
7.	Evans, Velva Jean	Duval
8.	McIntosh, Loleta Naomi	Dade
9.	Fields, Edith	Orange
10.	Florence, Calnoisa	Taylor
11.	Franklin, LuElla	Duval
12.	Scott, Altamese	Orange
13.	Griffin, Lottie Ruth	Dade
14.	Harris, Viola Bernice	Dade
15.	Hepburn, Dorothy	Dade
16.	Hill, Margaret	Bay
17.	Hill, Willie Mae	Duval
18.	Howard, Dorothy Mae	Orange
19.	Howard, Ernestine	Orange
20.	Howell, Frankie	Duval
21.	Jackson, Alberta	Lake
22.	Jones, Thelma Lee	Orange
23.	Kelly, Azalea	Bradford

DEAF GIRLS—Continued

24.	Mc Gowan Johnie Mae	Lake
25.	Mathews Marie	Palm Beach
26.	Pollard, Rosa Mae	Clay
27.	Pool, Parleny	Manatee
28.	Sheffield, Ernestine	Washington
29.	Smith, Roslyn	Dade
30.	Storr, Bernice	Dade
31.	Thompson, Polly	Palm Beach
32.	Williams, Dorothy Mae	Palm Beach
33.	Williams, E'netra	Dade
34.	Williamson, Josephine Lee	Duval
35.	Wilson, Ruby	Calhoun

BLIND BOYS

1.	Behn, Paul	Duval
2.	Bellamy, Franklin	Madison
3.	Burns, Napoleon	Taylor
4.	Dixon, Henry	Alachua
5.	Fisher, Willie	Sumter
6.	Jackson, Roosevelt	Hamilton
7.	James, William	Suwannee
8.	Kearney, Andrew	Marion
9.	Kendrick, Ernest	Palm Beach
10.	Kendrick, James	Palm Beach
11.	McLee, Vernon	St. Lucie
12.	Mathews, Otis	Palm Beach
13.	Morris, J. C.	Bradford
14.	Nelson, Clarence	Jackson
15.	Randolph, Jeremiah	Lake
16.	Robinson, R. C.	Madison
17.	Sealey, Maceo	Duval
18.	Thomas, Alvoy	Marion
18.	Thomas, Charles	Marion
20.	Walker, Joseph	Dade
21.	White, Henry	Duval
22.	Williams, Frank	Broward
23.	Young, James	Calhoun

BLIND GIRLS

1.	Bright, Adlene	Duval
2.	Dixon, Vera	Alachua
3.	Farmer, Juanita	Marion
4.	Figueroedo, Orabell	Hillsborough
5.	Grant, Yvonne	Dade
6.	Knight, Louise	Duval
7.	Lewis, Flora	Sumter
8.	McIntosh, Loleta Naomi	Dade
9.	Peterson, Floris	Alachua
10.	Randolph, Geneva	Lake
11.	Robinson, Corine	Alachua
12.	Scott, Altamese	Orange
13.	Scott, Essie Mae	Duval
14.	Singleton, Mildren	St. Lucie
15.	Williams, Thelma	Osceola

EXECUTIVE HEADS

SINCE THE FOUNDATION OF THE
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
SAINT AUGUSTINE, FLORIDA

PARK TERREL	Superintendent	1885—1890
W. A. CALDWELL	Superintendent	1890—1893
H. N. FELKEL	Superintendent	1893—1897
FREDERICK PASCO	Superintendent	1897—1900
W. B. HARE	Superintendent	1900—1906
ALBERT H. WALKER	President	1906—1927
W. LAURENS WALKER, JR.....	Acting President	{ Nov. 22, 1927 to July 1, 1928
ALFRED L. BROWN.....	President	1928—1932
CLARENCE J. SETTLES.....	President	1932—



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